

# DEEPAK READERS

5

J. F. FORRESTER

O-56x1  
K7



Rs 1.75

# THE NATIONAL ANTHEM

## ( English Translation )

Thou art the ruler of the minds of all people,  
 Thou Dispenser of India's destiny.  
 Thy name rouses the hearts of the Punjab, Sinc  
 Gujarat and Maratha, of Dravid, Orissa and Bengal;  
 It echoes in the hills of the Vindhya and Him  
 Mingles in the music of Jamuna and Ganga,  
 And is chanted by the waves of the Indian Sea  
 They pray for Thy blessings and sing Thy praise  
 Thou Dispenser of India's destiny,  
 Victory, Victory, Victory to Thee.

### FULL VERSION

Jana-gana-mana-adhinayaka jaya he  
 Bharata-bhagya-vidhata.

Punjab-Sindhu-Gujarata-Maratha-

5221 ala-Banga

-Yamuna-Ganga-

aladhi-taranga

age . . .

age . . .

ha.

angala-dayaka, jaya he

dhata

ya he, jaya he,

ya he.

### VERSION

inayaka jaya he

nata.

he, jaya he,

he.



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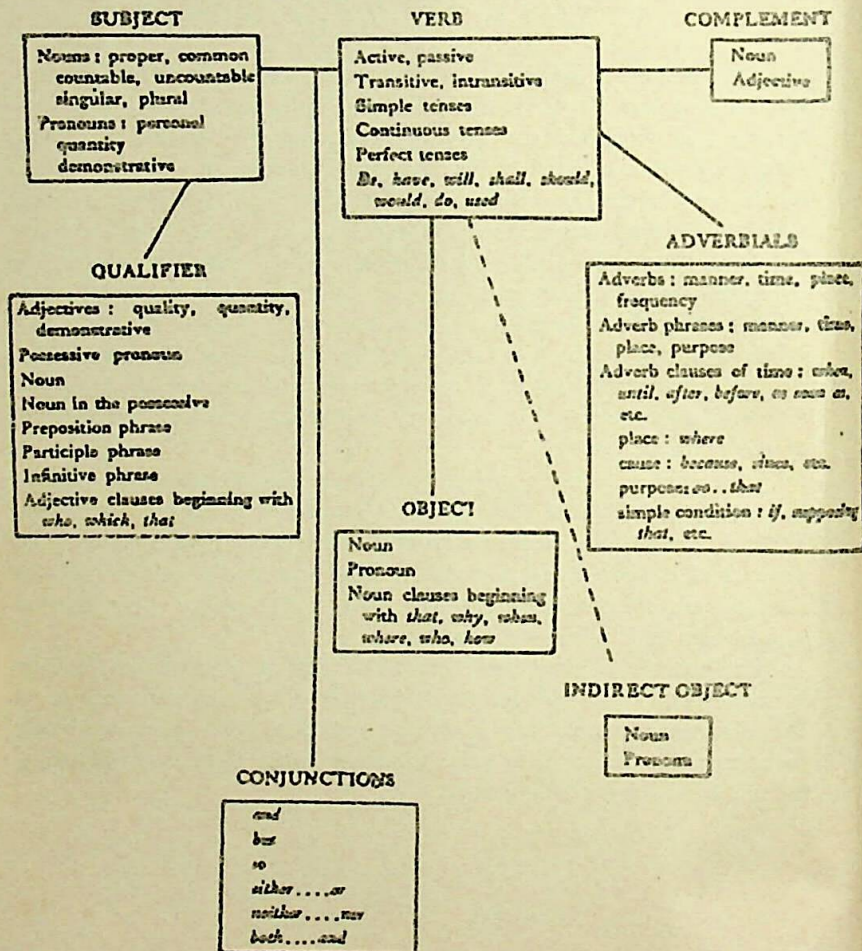
## A NOTE TO TEACHERS

This Reader is designed to cover the language scheme given in the syllabus for Form V. The various topics are illustrated in the lessons and explained and further illustrated in the language study which follows each lesson. The essence of adequate language teaching is repetition. The teacher will therefore find the same language topics appearing several times in the language study and exercises, but each time the approach is from a slightly different angle. The ability to use a foreign language correctly does not come from learning rules, but from learning to sense the needs of each situation as it arises. For that reason it is an advantage if the same language topics are presented several times in different ways. If the teacher feels that a second presentation is unnecessary he has only to omit that section of the language study.

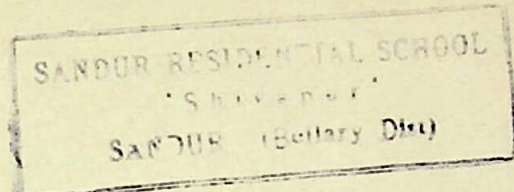
It is more important to build up habits of correct usage than to be able to identify and name parts of speech or to analyse sentences. For that reason the emphasis in the earlier part of the book is on practice of the correct form and it is only towards the end of the year that analysis is introduced, and even then the emphasis is on function rather than on the naming of parts.

The teacher is reminded that the ability to use correct language is more important than remembering the details of the content of the different lessons, and is advised to direct his questions more towards the practice of specific language forms than towards testing factual knowledge of the stories.

# LANGUAGE TOPICS TAUGHT IN THIS READER







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## A TRIP BY AIR TO CEYLON

Rajan and Padmini lived in Madurai. Their father, Mr Manickam, was the manager of a large mill there. Rajan was in the American College in the first year Intermediate class and Padmini was in Form V in the High School. Their uncle was a tea planter in Ceylon, and in April he invited the whole family to spend part of the hot weather holidays on his estate, but only Rajan and Padmini were able to go. 'I am very sorry not to accept your invitation,' Rajan's father wrote to his brother, 'but the new machinery for the mill will be arriving any time now and I must be here. Perhaps the children's mother and I will be able to join you later. We will send the children by Indian Airlines on Tuesday, April 20. They will travel perfectly safely and I know that you will arrange to meet them at Colombo.'

So Rajan and Padmini travelled by themselves to Ceylon. They had never been in an aeroplane before and were looking forward to the flight. Padmini had not been very happy about it at first. There had been an air crash on another air line the week before and both the crew and the passengers had lost their lives, but Mr Manickam said that the Indian Airlines were very safe, and Rajan was very anxious to fly. Being students they were able to get a concession and travel at half-rate. Their father took them by an early morning train to Tiruchirappalli

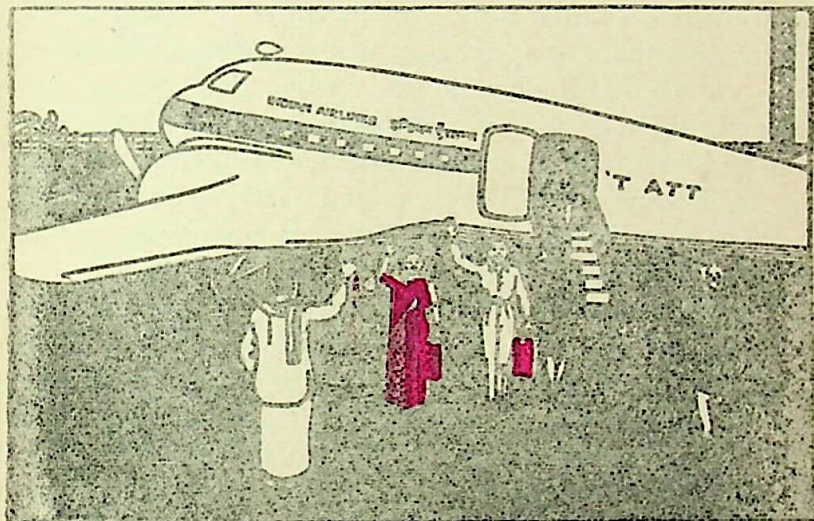
and they went from the station to the airport in a taxi. Having had their luggage weighed and the weight written on their air tickets, they handed it over to be put in the luggage cabin of the aeroplane. Their luggage came within the free allowance, but one of the passengers, a short, thin man, had more than forty pounds and was asked to pay the excess charges. He tried to argue about it. He wanted neither to pay excess nor to leave something behind with a friend.

'I weigh much less than the average person,' Rajan heard him say. 'I ought to be allowed more luggage to make up for my lack of personal weight.' The official listened to him politely, but he did not reduce the charges for excess luggage. 'That is just your misfortune, sir,' he said, with a smile. 'I am afraid I have no authority to reduce the excess luggage rates for light people.' 'No, I didn't really expect you had,' admitted the man, and he smiled also. In the end he paid and took all his luggage with him.

It was nearly time for the passengers to board the plane. 'Have you got your passports safe, Rajan?' asked Mr Manickam. 'Yes, father,' said Rajan, 'they are in my pocket with our vaccination and inoculation certificates.' No one can go to Ceylon without a passport and proper certificates stating that he has been vaccinated and inoculated. Rajan and Padmini had got their certificates from the Health Officer in Madurai a week before their journey. Rajan showed these certificates and the passports to his father.



Just then a voice came over the loudspeaker asking all the passengers for the Indian Airlines flight to Ceylon to board the plane. The air hostess offered to help Rajan and Padmini, so they said good-bye to their father and went to the plane with her. The air hostess showed them where to sit, and gave them some cotton wool to



put in their ears and some sweets to suck. The doors were closed, the engines started, the passengers were asked to fasten their belts, and soon they were off. There is a belt fixed to every seat in the plane. The passengers are asked to fasten these round their waists when the plane is ascending and descending.

It was a very clear day without a cloud in the sky, and

they felt very little motion as the plane rose smoothly into the air. Beneath them they could see the Cauvery, very low as it was April, and the temple surrounded by trees at Srirangam, and some distance away the famous Rock Fort; and far away to the south-west the line of the Palni Hills. They soon left Tiruchi behind them and the hostess brought every passenger a light meal packed in a cardboard box and a cup of tea or coffee or a cool drink. 'You can either eat your meal now or keep it till later,' she told Padmini. Our friends opened their boxes with great interest. They found two curry puffs, some fried egg and potato chips and an apple and a plantain. These were all wrapped up in cellophane paper. They did not have to pay the hostess anything for this meal as the cost of meals is included in the fare.

Looking out of the window, Padmini saw the countryside spread out beneath them. At first they flew over land, but presently the blue line of the sea could be seen on the horizon and soon they had left the mainland and were flying over the sea to the island of Ceylon. Beneath them they could see a steamer or two making their way to the island. They flew south along the coast of Ceylon until they saw beneath them the town of Colombo with its harbour and many buildings, and beyond that the wide stretch of the Indian Ocean. Then the plane began descending and they looked out eagerly to see how soon they could catch sight of their uncle.



## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### 1. Look at the following sentences

- (i) The plane waited there for twenty minutes.
- (ii) We will send the children by Indian Airlines on Tuesday, April 20.
- (iii) Rajan showed these certificates and the passports to his father.

*These are simple sentences. Each has only one verb and one subject.*

(i) has no object; (ii) has one object, 'the children'; (iii) has two objects, 'certificates' and 'passports'.

(iv) Rajan and Padmini lived in Madurai.

*This is also a simple sentence because we think of Rajan and Padmini together as a group. We can say "The children" instead of giving their names.*

#### EXERCISE 1

*Make up 6 simple sentences, 2 without an object, 2 with an object and 2 with two or three objects.*

#### 2. These also are simple sentences:

- (i) It was nearly time to board the plane.
- (ii) There is a belt fixed to every seat in the plane.

*'to board' and 'fixed' are not full verbs or finite verbs as we call them. They are only parts of a verb and cannot be used by themselves to make a sentence.*

#### EXERCISE 2

*Make up four simple sentences, two beginning with It and two beginning with There.*

3. (i) Beneath them they could see a steamer making its way to the island.

(ii) Looking out of the window Padmini saw the countryside spread out beneath them.

*These are also simple sentences. The finite verb in (i) is could see, in (ii) it is saw.*

(i) *can be broken up into two shorter sentences:*

Beneath them they could see a steamer.

It was making its way to the island.

(ii) *can be broken up into three shorter sentences:*

Padmini was looking out of the window.

She saw the countryside.

The countryside was spread out beneath them.

### EXERCISE 3

*Combine the following groups of sentences into longer simple sentences*

1. The air hostess gave them a box. The box was filled with food.

2. Rajan opened his box. He found some potatoes. They were wrapped in paper.

3. They got up early in the morning. They caught the first train to Thiruchi.

4. The children will come on Tuesday. They will travel by Indian Airlines.

5. I saw him. He was walking about. He was looking for his sister.

#### 4. Compound sentences

*Look at the following sentences*

(i) They had never been in an aeroplane before and were looking forward to the flight.



(ii) The official listened to him politely but he did not reduce the charges for excess luggage.

*These are compound sentences. They are made by joining shorter sentences together with words such as and or but.*

*(i) and (ii) are each made from two sentences.*

#### EXERCISE 4(a)

*Find other compound sentences made by and and but and say how many sentences are joined together to make each compound sentence.*

*Other joining words or conjunctions are*

*(i) both.... and ....*

*Both the crew and the passengers had lost their lives.*

*The two sentences here are (a) The crew had lost their lives and (b) The passengers had lost their lives.*

*(ii) either .... or .... and neither .... nor ....*

*You can either eat your meal now or keep it till later.*

*He wanted neither to pay excess nor to leave something behind with a friend.*

*What are the two sentences here?*

#### EXERCISE 4(b)

*Combine the following groups of words into compound sentences*

1. Rajan had a cup of coffee. Padmini had a cool drink.
2. The children went to Ceylon. Their parents were not able to go.
3. Mr Manickam did not go to Ceylon. His wife did not go to Ceylon.
4. Rajan ate his curry puffs. He ate his egg. Padmini ate only the egg.

5. Do not lose your passports. Do not lose your inoculation certificate. Do not lose your vaccination certificate. You will get into trouble.

*Make up sentences using neither .... nor ....., either .... or ....., both .... and ....*

## B. Noun Study

1. Proper Nouns *are the names of particular persons, places or things.*

*The first letter is always a capital.*

*Find as many examples in the lesson of each of the following as you can*

- |       |                              |
|-------|------------------------------|
| (i)   | Name of a particular person. |
| (ii)  | " " " " country.             |
| (iii) | " " " " day.                 |
| (iv)  | " " " " town.                |
| (v)   | " " " " month.               |

### EXERCISE 5

*Why are the following written with capital letters ?*

Indian Airlines, Health Officer, Rock Fort, Cauvery, Indian Ocean, Palni Hills.

*Which of them must have the before them ?*

*Write two more proper nouns of each of the kinds given above.*

### EXERCISE 6

*Rewrite the following, putting in capital letters where necessary*

last september mr kumar visited benaras. He bathed in the ganges and visited many temples and also the hindu university of benaras. One day he visited sarnath where he saw the remains of old buddhist monasteries. The king who was a keen follower of buddha was asoka.



2. *manager, family, train, allowance, people, etc. are Common Nouns.*

#### EXERCISE 7

*Make a list of ten common nouns in the singular number and ten in the plural number from the lesson.*

#### EXERCISE 8

*Give the plural of the following nouns*

*class, aeroplane, crash, person, hostess, child, puff, holiday, knife, family.*

#### EXERCISE 9

*Use any five of the words in Exercise 8, first as subjects and then as objects, in sentences of your own*

*e.g. The aeroplane was on the ground. (subject)*

*He saw the aeroplane. (object)*

### C. Qualifiers

*Nouns are qualified in many ways.*

*1. By adjectives: large mill, whole family, their father, forty pounds, new machinery.*

*2. By other nouns: tea planter, (hot) weather holidays.*

*3. By nouns in the possessive case: the children's mother.*

*4. By nouns in apposition: their father, Mr Manickam.*

*The work of qualifiers is to tell us more about the things or people named by the nouns.*

#### EXERCISE 10

*Find as many examples in the lesson as you can of qualifiers of the kinds given under 1 and 2.*

*Classify the adjectives in those that (a) answer the question 'What kind of?' (b) answer the question 'Whose?' (c) answer the question 'How many?' or 'How much?'*

## EXERCISE 11

*Fill in the blanks with suitable qualifiers*

1. Padmini travelled with .... brother.
2. They had .... pieces of luggage with them
3. Their uncle, ....., lived in Ceylon.
4. Rich girls wear .... saris, but poor girls wear only .... ones.
5. The .... duty is to look after the passengers on the train.

## EXERCISE 12

*Use the following as qualifiers in sentences of your own*  
coffee, Rajan's, beautiful, fourteen, several, happy, our, an  
engineer

### D. Word Study

*Some of the new words in this lesson have other parts of speech which have nearly the same meaning. A list of these is given below. Learn them and try to use them. Your teacher will help you.*

(i) machinery (uncountable noun); machine (countable noun); machine (verb).

(ii) perfectly (adverb); perfect (adjective); perfect (verb, meaning make perfect); perfection (noun).

(iii) flight (noun); fly (verb).

(iv) excess (noun); excessive (adjective).

(v) argue (verb); argument (noun).

(vi) personal (adjective); person (noun); personally (adverb).

(vii) reduce (verb); reduction (noun: make a reduction; get a seduction).

(viii) admit (verb); admission (noun).

(ix) certificate (noun); certify (verb).

(x) include (verb); inclusion (noun).

(xi) horizon (noun); horizontal (adjective).

(xii) steamer (noun); steam (noun, uncountable); steam (verb).



### COMPOSITION EXERCISE

1. Write three paragraphs about any journey you have made.
2. Describe what you do at the station when you go on a train journey.
3. Imagine you are flying in an aeroplane over your town. What would you see?

## GETTING THROUGH THE CUSTOMS

Rajan and Padmini had a very enjoyable holiday with their uncle and aunt, Mr and Mrs Rajendran. They had never been separated from their parents before, but they were independent young people and easily adjusted themselves to the life on their uncle's estate. Their uncle had four children, a boy and a girl who were about the same age as Rajan and Padmini, and two younger boys. These children were accustomed to going about freely to all parts of the estate and also to places outside, and took their cousins from India on several trips to interesting places. Rajan took a number of photographs, for photography was his hobby, and Padmini made a collection of wild flowers, and pressed them between sheets of blotting paper. One day she came back from a walk with a bunch of twenty different varieties of flowers.

One afternoon, when the holiday was drawing to an end, a telegram was delivered at the estate office. It was addressed to Mr Rajendran. It read: KUMARAN HERE THREE DAYS ONLY SEND CHILDREN IMMEDIATELY MANICKAM. Kumaran was Mrs Manickam's youngest brother. He was working in Delhi and had unexpectedly been given a week's leave. The children had not seen him for two years, so their father wanted them back at once. Mr Rajendran telephoned to the Indian Airlines office in Colombo and booked two seats on the plane



which was due to leave the next morning. He then telephoned to the operator who was in charge of telegrams and gave a telegram to be telegraphed to Mr Manickam. It was : CHILDREN ARRIVING FIRST PLANE TO-MORROW RAJENDRAN.

When Mr Rajendran told the children about it, there was a great deal of confusion. Everybody started talking at once. Mrs Rajendran suggested that they should drive down to Colombo that night and spend the night with her brother, but Mr Rajendran and Rajan wanted to get up very early and drive down the next morning, and in the end this was what they decided to do. The two elder Rajendran children helped their cousins to pack. They had bought some presents for their father and mother on one of their trips. Padmini had bought a small bottle of perfume for her mother. She had not really meant to buy it as her mother scarcely ever used perfume, but the salesman had persuaded her. Mrs Rajendran sent a sari for Padmini's mother through Padmini. It had been worn once or twice, so it was not quite new, and they would not have to pay duty on it at the Customs. 'I'm afraid you'll have to pay duty on the pink silk blouse length which you have bought,' Mrs Rajendran said to her niece. 'It's a pity we didn't get it made up sooner.' Mr Rajendran gave Rajan two pounds of tea. 'I can give you only a little tea,' he said. 'If I gave you more you would have to pay duty on it. Each person is allowed to take one pound. Besides, you haven't room for many extra things.'

When they had finished their packing they had supper and went to bed, for they had to be up very early.

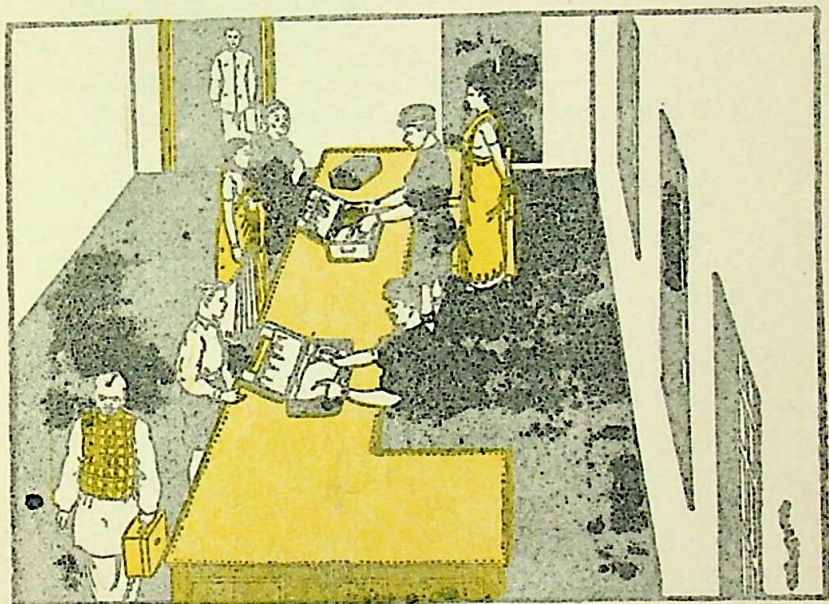
Mrs Rajendran woke them the next morning long before it was light. 'Hurry up and dress,' she said. 'There isn't much time before you have to go and there are still a few things that you must put in your bag before we can fasten it.'

But soon they were ready and, having had breakfast and said goodbye to their aunt and two younger cousins, they got into the car with their uncle and the two elder Rajendran children and started on the drive to Colombo.

The return flight was just as interesting as the outward one, and when the plane landed in Tiruchi they found their father waiting for them. Their luggage had to be examined by the Customs officer and they had to declare all the articles which they had bought in Ceylon. The Customs or Excise Department is a department of the Government. Anybody who imports goods from another country has to declare them to the Customs Department and pay a certain percentage of their value. On some goods duty is charged at thirty-three and a third per cent, and on others at fifty per cent, sixty-six and two-thirds per cent or even higher. Essential food grains such as wheat and rice are not usually taxed but foreign foods, biscuits, sweets and tinned and preserved foods are all dutiable. Material for clothing and furnishings is also taxed. Silk is usually taxed more highly than cotton. Artificial silk is usually taxed according to weight. Motor cars, machinery, electrical goods, jewellery and watches are all taxed.



Travellers are allowed to bring in a certain amount of goods for their personal use, but goods brought in for purposes of trade are nearly all dutiable.



Rajan and Padmini showed the Customs officer the presents they had been given and the things they had bought. As they expected, they had to pay a little duty. Padmini had to pay duty on her pink blouse length, and Rajan had to pay on a length of shirting he had bought for his father.

When they were going away they noticed some confusion at one of the tables. A Customs officer had

discovered a passenger who had hidden a watch in his thermos instead of declaring it. He had made matters worse by trying to bribe the officer, but the officer was honest and was very angry. He called another officer and they took the man away to search him, to discover if he had other dutiable articles hidden on his person.

'What will happen to him?' Padmini asked her father. 'It will depend upon what they find,' her father told her. 'If he has hidden only this one thing he may be let off with a fine and a warning, but if he has tried to avoid paying duty on many things he may get sent to prison.'

'Oh,' said Padmini, 'then one ought to be very careful about declaring things.'

'Yes,' said her father, 'and not just to keep out of prison, but because all honest, patriotic people will declare their goods. The money that is collected from Customs duties helps to pay for the government of our country.'

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### EXERCISE I

1. Write out six simple sentences from paragraph 3.
2. Break up the second sentence in paragraph 1 into simple sentences and name the conjunctions.
3. Break up the sentence beginning 'But soon they were ready and, having had breakfast ....' into simple sentences, and name the conjunctions.
4. Break up the following sentences and name the conjunctions  
The children had not seen him .... back at once (paragraph 2).



It had been worn once or twice . . . . at the Customs (paragraph 3).

*What new conjunction for compound sentences is used in these two sentences ?*

5. *Make up three compound sentences using 'so'.*

### *Complex Sentences*

*Look at the following sentences*

(i) Their uncle had four children, a boy and a girl, who were about the same age as Rajan and Padmini, and two younger boys.

(ii) You'll have to pay duty on the pink silk blouse length which you have bought.

*These are complex sentences. In a compound sentence all the clauses are of equal importance. In a complex sentence there are some clauses which add meaning to the sentence but are not so important as the other clauses. These less important clauses are called subordinate clauses. In sentence (i) the main clause is 'Their uncle had four children, a boy and a girl and two younger boys.' The subordinate clause is 'who were about the same age as Rajan and Padmini'. In sentence (ii) the subordinate clause is 'which you have bought'. You learnt how to use these clauses in Form III. These two examples of clauses begin with who and which. That can be used instead of who and which.*

### **EXERCISE 2**

1. Find three more 'who' clauses, one in the second paragraph, one in the paragraph beginning 'The return flight . . . .' and the third in the paragraph beginning 'When they were going away . . . .'
2. Find a 'which' clause in the paragraph beginning 'The return flight . . . .'
3. Find a 'that' clause in the paragraph beginning 'Mrs Rajendran woke them . . . .'

## EXERCISE 6

*Put in a or an where needed*

1. Mr Manickam was expecting new machinery.
2. She showed me present she had bought for her mother.
3. Have you ever visited estate ?
4. Which would you rather eat, rice or wheat ?
5. Shall I have to pay duty on this toy ?
6. My teacher will not give me leave.
7. We always have holiday in May.
8. Telegram is a quick way of sending message.
9. Photography is interesting hobby.
10. My mother gave me jewel for my birthday.

## EXERCISE 7

*Choose the right word from the brackets*

1. Silk (is, are) more expensive than cotton (is, are).
2. Are there (many, much) people in Ceylon ?
3. There are only (a few, a little) grains of wheat left in the sack.
4. She hasn't (many, much) jewellery as she hasn't (many, much) money.
5. Had Mr Manickam (many, much) new machines in his mill ?

## EXERCISE 8

*Make up sentences using goods, material, watch, luggage, photography.*

## C. Verb Study

*In Form IV, you learnt to use verbs in the passive voice. There are several examples of the passive voice in this lesson.*

e.g. (i) They had never been separated from their parents before.



- (ii) A telegram was delivered.
- (iii) Silk is usually taxed more highly than cotton.

*Notice that in these sentences the person who does the action is not mentioned. We are not told (i) who have never separated them; (ii) who delivered the telegram; (iii) who taxes silk. The person who does these actions is not important.*

#### EXERCISE 9

1. Find six more examples of the passive voice.
2. Give the active voice of each of these verbs, in the same tense.

#### EXERCISE 10

*Put the verb in brackets in each of the following sentences into the active or the passive voice, whichever is necessary.*

1. The Rajendran children (go) about freely to all parts of the estate.
2. Rajan and Padmini (take) on several trips.
3. The wild flowers (press) between sheets of blotting paper.
4. The operator (telegraph) the telegram to Mr Manickam.
5. We (drive) to Colombo to-morrow.
6. Mrs Rajendran (wear) the sari once or twice.
7. Duty (pay) on all goods that (bring) into the country.
8. If you (bring) goods for personal use no duty (charge).
9. People (not allow to) bring in goods without declaring them.
10. If you (cheat) the Customs you (send) to prison.

#### D. Composition Exercises

*When we send a telegram we have to pay for every word, so we use as few words as possible. We leave out words such as a, the, is, for, please, by, etc. If we write out the first telegram in the lesson*

*in full we have 'Kumaran is here for three days only. Please send the children immediately. Manickam.' The second telegram will be 'The children are arriving by the first plane to-morrow. Rajendran.'*

#### EXERCISE 11

*Write out the following telegrams in full*

1. Missed mail arriving express this evening. Ramanathan.
2. Money stolen send hundred rupees immediately. Kamala.
3. Post head clerk vacant send application by return if wish post. Natarajan.
4. Leave cancelled writing. Surendra.
5. Leaving for Calcutta night train meet me station with box money instructions. Swaminathan.

#### EXERCISE 12

*Rewrite the following messages as telegrams*

1. I have fallen ill so I cannot visit you as arranged. Bhaskar.
2. Mother is seriously ill. Please come at once. Malathi.
3. I have been offered a post in Poona and am leaving to-night. Lakshmi.
4. I have got four days leave starting from to-morrow. May I spend them with you? Raman.
5. Kanthi will arrive by the express to-morrow. Please meet her at the station. Chandra.



## POSTS AND TELEGRAPHS

You are all familiar with the sight of the postman who delivers letters and postcards at your house. Most of you have seen a telegram. All of you have been to the Post Office to buy a stamp or send a money order. But have you ever watched the staff at work in the Post Office? Have you ever watched the clerk sending a telegram? Have you ever studied the Post and Telegraph Guide and learnt the different kinds of services that the Post and Telegraph Department performs for the public? The Guide does not seem a very interesting book. There are no pictures in it. The print is very small. No one would ever think of sitting down and reading it for pleasure, but it is full of the most useful and interesting information. Below are some of the things that the Post Office does for you.

1. It takes a letter or parcel to any part of the world and delivers it to the person to whom it is addressed. A letter to another place in India costs <sup>25</sup> 25 nP. at present, whether that place is two miles away or two hundred miles away. A letter to a foreign country costs <sup>85</sup> 25 nP. whether the letter is taken to Burma or thousands of miles away to America. The Post Office in each country is part of an international organization which agrees to carry letters between any countries for about the same rate.

2. If it is necessary for your letter to reach its destination with the smallest amount of delay you can send it 'express'. If you put on an extra ~~5~~ nP. stamp and write EXPRESS DELIVERY on the letter it will be delivered without delay as soon as it reaches the Post Office instead of being kept till the postman does his next regular delivery. If you want a letter to reach a foreign country with as little delay as possible you can send it by Air Mail. This costs more than double the usual rate, but it saves time. The Air Mail rates are higher on letters to the more distant countries.

3. If you want to make sure that the Post Office will take special care of your letter or parcel you can register it. This is usually done with important letters. Such letters are not posted in the usual letter boxes, but given to a clerk in the Post Office who gives a receipt for the letter. You have to pay an extra fee for registration. You have also to write your own name and address on the envelope as well as that of the person to whom you are sending it. Why is this necessary? It is done so that the letter may be returned safely to you if the Post Office is not able to deliver it.

4. If you want to send something very valuable by post you can insure it. If it gets lost the Post Office will pay you the amount for which you insured it. Insured packages have to be packed with great care and sealed properly. The name and address of the sender must be written on the outside of this package also.

5. The Post Office will carry money for you through



a money order. You must write the name of the person to whom the money is to be paid on the form, and the amount to be paid, and your own name and address. You pay the amount to the Post Office clerk, and also a small fee for the work the Post Office does in connection with delivering the money, for you cannot expect the Post Office to do this for nothing. A day or two later the money will be paid to the person whom you have named. It is possible to send money to certain foreign countries in the same way, but it is not possible to send it to all countries.

6. Is it possible to shop by post? How can you order and pay for some goods from a shop in a distant city? You can do it through the V.P.P. system. You can write an order to a shop stating the kind, quantity and quality of the goods you need and asking the shopkeeper to send them by V.P.P. What do these letters stand for? They stand for Value Payable Post. What do they mean? They mean that the postman will collect from you the money you owe for the goods before he hands over the parcel. By this system the shopkeeper is sure of getting his money and you do not have the trouble of going to the Post Office to send off a money order, or of writing and posting a cheque for the goods. In Britain and America this system is called C.O.D., that is, Cash on Delivery. It means exactly the same thing.

7. The Post Office will not only deliver and collect money from you but it will also help you to save your money. You can put money regularly into the Post Office Savings

Bank, and the Post Office will give you interest on it. The interest is calculated each month and added to the balance at the end of the year. If you wish to save larger sums you can buy National Savings Certificates. These earn a higher rate of interest than the money in the Savings Bank. The Savings Bank Department also keeps the accounts of those teachers who subscribe to the Teachers' Provident Fund.

8. Some of you have radios or wireless sets in your homes. Some of you have listened to the school programmes on the radio at school. No one is allowed to have a radio set without a licence. You can get this licence from the Post Office. It costs Rs 15 a year. It is issued by the Post Office as it is part of the telegraphy section of the Post Office.

9. Sometimes it is necessary to send a message more quickly than can be done by an express letter. It is then that we use the telegraph department. A telegram is a brief message given in as few words as possible. We send telegrams when a death has occurred or when someone is very ill, but we also send them on happy occasions to congratulate people or to wish them success and happiness.

The Post Office does its work quietly and efficiently. Letters and parcels are hardly ever lost, even when people address them very badly. But think how different life would be if there were no Posts and Telegraphs, and you will realize how much we owe to the people who work in this Department.



# LANGUAGE STUDY AND EXERCISES

## A. Sentence Study

### 1. Statements and Questions

*You have learnt that sentences are simple, compound or complex. They can also be divided in other ways. They can be statements or questions. Statements tell us something, and questions ask something. Both statements and questions can be simple, compound or complex.*

#### EXERCISE I

*Pick out the statements and questions from the first paragraph and say whether each is simple, compound, or complex.*

*Statements can be changed into questions by (a) changing the order of the subject and the first word of the verb or (b) by using the verb do, does or did.*

(a)

I	am	writing.	Am	I	writing ?
You	were	writing.	Were	you	writing ?
He	has	been writing.	Has	he	been writing ?
She	will	have been writing.	Will	she	have been writing ?
We	have	written.	Have	we	written ?
I	had	written.	Had	I	written ?
You	will	write.	Will	you	write ?
They	can	write.	Can	the /	write ?
He	may	write.	May	he	write ?
You	must	write.	Must	you	write ?
It	is	written.	Is	it	written ?
It	has	been written.	Has	it	been written ?
It	will	be written.	Will	it	be written ?

(b)

I	write.	Do	I	write ?
He	writes.	Does	he	write ?
They	wrote.	Did	they	write ?

*These changes in order take place in every kind of question.*

## EXERCISE 2 ✓

*Change the following simple statements into questions*

1. You can send a letter to England for 25 nP.
2. The Post Office carries out its work very efficiently.
3. The clerk has sold a great many stamps to-day.
4. The sender must write his own name and address on a registered letter.
5. Express letters are delivered as soon as they get to the Post Office.
6. The Post Office has been issuing radio licences for several years.
7. I sent an insured parcel to my father yesterday.
8. An Air Letter will reach its destination more quickly than an ordinary one.

### *Complex Questions*

*Notice that in complex questions the subject and the 'who', 'which' or 'that' clause must change places with the first word of the verb.*

e.g. The man who posted this letter wrote the address badly.

Did the man who posted this letter write the address badly ?



### EXERCISE 3

*Change the following complex statements into questions*

1. The postman who always delivers our letters is knocking at the door.
2. The letters which have *Express Delivery* on them are delivered without delay.
3. The man who had received a telegram left at once.
4. The man who has just bought a radio will buy his licence to-morrow.
5. The parcel which was badly packed has been delivered safely.
6. The man who tried to cheat the Customs was put into prison.
7. Some of the presents that Padmini had bought were taxable.
8. Much of the food which is imported is taxed.

#### 2. Negative Statements

*Statements can be either positive (affirmative) or negative.*

*Compare these pairs of sentences. The first in each pair is positive, the second is negative.*

I shall register this letter.  
An insured letter came to-day.

The letters are always delivered before 10.0 a.m.

Everybody saves money.

I've been somewhere.

I shall not register this letter  
No insured letter came to-day.

The letters are never delivered before 10.0 a.m.

Nobody saves money.

I've been nowhere.

*Other negative words are nothing, no one, neither .... not*  
*Notice that not comes after the first word of the verb.*

#### EXERCISE 4

1. Find the negative statements in the first paragraph.
2. Make the following statements negative by using the words given in brackets.
  - (i) He has got his radio licence from the Post Office. (not)
  - (ii) There is something in this letter. (nothing)
  - (iii) Many people have read the Post & Telegraph Guide. (never)
  - (iv) A plane arrived at 4.30 p.m. (no)
  - (v) He sent off the parcel by V.P.P. (not)
  - (vi) You will have to pay duty on that silk sari. (not)
  - (vii) The money is somewhere in the drawer. (nowhere)
  - (viii) Somebody has been living here since March. (nobody)
  - (ix) He has either insured the parcel or registered it. (neither  
.... nor)
  - (x) The man who went to the Post Office bought some stamps. (not)
  - (xi) The man who came back from Ceylon declared the watch he had bought. (not)
  - (xii) The thermos on the table belongs to me. (not)

#### 3. Some more complex sentences

(a) Sentences with 'if' clauses are also complex sentences. There are many examples in this lesson. Notice the pattern of these sentences :

If he wants this present he will work hard for it.

" " " " " " may have it.

" " " " " " can have it.

" " " " " " must ask for it.

The verb in the 'if' clause is in the present tense, the verb in the main clause is either in the future or formed with may, can or must.

Find examples in the lesson of these different kinds of 'if' sentences.



## EXERCISE 5

*Complete the following sentences*

1. If you put a 25 nP. stamp on a letter to England it ....  
by sea.
2. If people do not declare goods at the Customs.....
3. If....you must put on an extra 13 nP. stamp.
4. If....he may put it in the Post Office Savings Bank.
5. If....you can get it from the Post Office.

*(b) Study the following sentence*

A letter to another place in India costs 15 nP. at present,  
whether that place is two miles away or two hundred miles away.

*Find another one like it.*

*Look at these sentences*

You must pay duty, whether you want to or not.

He always enjoyed playing games whether he lost or won

## EXERCISE 6

*Make up sentences using the following clauses*

1. Whether it is hot or cold
2. Whether it is early or late
3. Whether you enjoy it or not
4. Whether he has finished it or not
5. Whether it is mine or yours

## B. Qualifiers

*In Lesson 1 you learnt about some ways in which nouns are qualified. The 'who', 'which' and 'that' clauses you learnt about in Lesson 2 are also qualifiers.*

### *Look at these sentences*

(i) You are all familiar with the sight of the postman who delivers letters and postcards at your house.

*The 'who' clause tells us something about the postman. It qualifies postman.*

(ii) Below are some of the things that the Post Office does for you.

*The 'that' clause tells us something about the things. It qualifies things.*

*As these clauses do the work of adjectives they are called adjectival clauses.*

### **EXERCISE 7**

*Find other adjectival clauses in paragraphs 3, 5 and 6, and say which noun they qualify. Remember that which or that is omitted from some clauses.*

### **EXERCISE 8**

*Put the following adjectival clauses into the sentences given below, in suitable places*

who work in the Post Office, who want to save money, who travelled by aeroplane, which she had bought, that you have ordered

1. The Post Office Savings Bank helps people.
2. The men do their work efficiently.
3. My father went to meet the people.
4. When you pay the money the postman will give you the V.P.P. parcel.
5. Padmini had to pay duty on the blouse length.



## EXERCISE 9

*Fill in the blanks with suitable adjectival clauses*

1. You must put a 25 nP. stamp on a letter ....
2. People .... get licences from the Post Office.
3. The lady .... is called an Air Hostess.
4. The money .... helps to pay for the government of our country.
5. Mrs Rajendran wanted the children to stay with her brother ....

## EXERCISE 10

*Make these pairs of sentences into complex sentences by turning one of them into an adjectival clause*

1. The man is sitting under the tree. He is my father.
2. The postman brought back the parcel. I sent it yesterday.
3. I put twenty rupees in the Savings Bank. I saved it.
4. Rajan paid duty on the shirting. He had bought it for his father.
5. The officer was very angry with the man. He had tried to bribe him.

## COMPOSITION EXERCISE

1. Describe a visit to the Post Office and say what you saw.
2. Write the story of a money order. Say who sent it, whom it was sent to and why.

## AS YOU LIKE IT (PART I)

*As You Like It* is the name of a play written by William Shakespeare. He is the most famous dramatist in the world. He lived in England over 300 years ago, but his plays are still read and acted in every country where people understand English. Several of his plays have been filmed. Perhaps you have seen some of them. Many writers have retold the stories of Shakespeare's plays and published simple abridged forms of them. There are sure to be some in your library. If you enjoy this story, borrow a book of 'Stories from Shakespeare' from your school library.

The hero of *As You Like It* is a young man named Orlando. He was the youngest son of a good old knight, Sir Rowland, who had died some years before the beginning of the story. Sir Rowland had told his eldest son Oliver to look after and educate his younger brothers, Jaques and Orlando. Oliver sent Jaques to school and the university, but he gave Orlando no education, treated him harshly and kept him at home idle. When he grew up, Orlando became very angry at the way he was treated and there were frequent quarrels between the two brothers. Orlando was a much pleasanter person than his elder brother. He was a good-looking, sweet-natured, upright young man, and people liked him better than they did



Oliver. 'This made Oliver very jealous and he looked for an opportunity to harm him.

One day a wrestler, named Charles, came to see Oliver. This man was the most famous wrestler of the day and had come from the duke's court.

'What is the news at the new court?' asked Oliver. 'There is no news except the old news, sir,' answered Charles. 'The old duke has been driven away from the court by his younger brother, Frederick, who is now ruling in his place. Several lords have gone with the old duke, and the new duke has taken their land and property.'

'Has the old duke's daughter, Rosalind, gone with her father?' asked Oliver.

'No,' said Charles. 'The new duke's daughter, Celia, loves her cousin Rosalind so dearly that she cannot bear to live apart from her. She would have followed Rosalind if she had been sent away, for she has never been separated from her since the day of her birth. Besides, Duke Frederick himself loves her as dearly as his own daughter, so she is at the palace with her cousin.'

'Where is the old duke living?' asked Oliver.

'They say that he is living in the Forest of Arden and that young men are going every day to join his band, and live a merry, care-free life in the forest, hunting the deer. Some people say that the duke finds life pleasanter in the forest than he did in the palace.'

Then Charles went on to tell him why he had come to see him. He had been told that Orlando was thinking of

wrestling with him the next day in the presence of the duke.

'To-morrow,' said Charles, 'I am wrestling for my honour and reputation so I must do my best. The man who wrestles with me may be seriously injured or even killed. I am a much more experienced wrestler than your brother is. As I love you, I should be sorry to injure your brother, so I have come to appeal to you to prevent him from competing with me.'

Then Oliver did a very wicked thing. He told Charles that he had already tried to persuade Orlando not to wrestle with him, but that he was stubborn, vain and ambitious and would not take advice. He added that Orlando was very envious of him, his own brother, and had often plotted against him, and warned Charles that he would certainly try to defeat him in the match by underhand means.

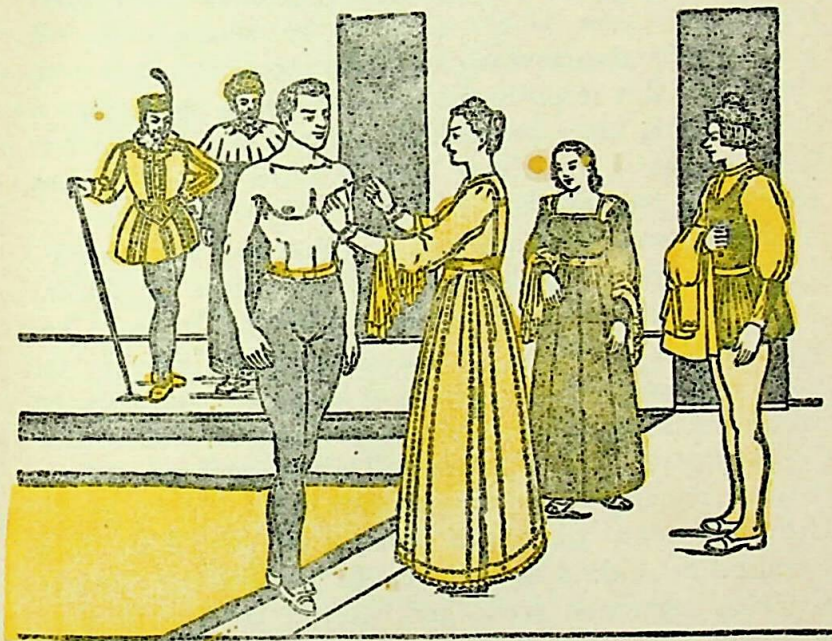
'If that is so,' said Charles, 'I don't mind if I injure him.'

After Charles had gone away, Oliver planned to encourage Orlando to fight with Charles.

The next day the wrestling matches took place. Several fights were held and Charles won them all. Then Duke Frederick sent word to his daughter Celia and his niece Rosalind that the competitors would come to the place where they were sitting. The duke had taken a liking to Orlando and had tried to persuade him not to fight with Charles, but Orlando would not listen. The duke then appealed to Celia and



Rosalind to try to make him give up the fight, but they had no more success than the duke. Everyone, of course, expected Charles to win, but to their complete surprise it was Charles who was carried away injured. Celia and Rosalind congratulated Orlando, but when Duke Frederick learnt that he was Sir Rowland's son he



was disappointed, for Sir Rowland and he had been enemies. Rosalind's father, however, had been a friend of Sir Rowland's, so she was very happy at Orlando's victory and gave him a gold chain that she was wearing.

Orlando was just about to leave the palace when one of the courtiers spoke to him. He advised him to leave the city as the duke might do him some harm.

Orlando thanked him for his advice and asked him which of the two ladies was the duke's daughter.

'The shorter of the two is his daughter,' said the courtier; 'the other is the daughter of the former duke. She is kept here by her uncle to be company for his daughter, for they love each other more dearly than even sisters do. But recently the duke seems to have taken a dislike to his niece because the people pity her for her father's sake. I think that he may drive her out of the palace any day now.'

And the courtier left Orlando to think over these words.

The courtier's words very soon came true, for almost at once Duke Frederick ordered Rosalind to leave his court within ten days. When Celia urged him to let Rosalind remain in the palace to keep her company he called her a fool. 'Do you not understand,' he said to his daughter, 'that the people will admire you more when they can no longer compare you with her?' But the gentle Celia was not at all jealous because the people admired Rosalind more than her. She could not bear the thought of being separated from her beloved cousin, so they decided to run away together. As Rosalind was the taller of the two—indeed she was taller than most women—she decided to dress as a man and call herself Ganymede. Celia dressed in simple country clothes and called herself Aliena. So that very night they stole out of the palace,



taking the court jester Touchstone with them, and set out for the Forest of Arden.

Almost at the same time, without Rosalind's knowledge, Orlando left his brother's house with an old servant who had warned him that Oliver was planning to set his room on fire that very night while he was asleep.

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### 1. *Some more about questions*

##### (a) *Interrogative words and change of order*

#### EXERCISE I

*Pick out the question in the conversation between Oliver and Charles. Two of them start with an interrogative or asking word, the other is the kind of question you were studying in the last lesson. It is an inverted question made by changing the order of the words. The question we are studying now are made by using an interrogative word and usually by changing the order of words as well.*

*Study these questions on the lesson*

- (i) Where did Shakespeare live?
- (ii) When did Shakespeare live?
- (iii) Where are his plays still acted?
- (iv) What have many writers done?
- (v) Whom did Oliver hate?
- (vi) Why was Oliver jealous of his brother?
- (vii) How many sons had Sir Rowland?
- (viii) How often did Oliver and Orlando quarrel?
- (ix) Which brother did Oliver send to school?
- (x) How did Oliver treat Orlando?

1. Write out the answers to these questions and notice that the order of words (subject and verb) is different from that in the question.

2. Make a list of the interrogative words.

3. Make up questions on the lesson beginning with each of these interrogative words.

(b) Interrogative words and no change of order

## EXERCISE 2

Study the following questions

- (i) Who was Sir Rowland's eldest son ?
- (ii) Which son went to college ?
- (iii) Which stayed at home ?

1. Write out the answers to these three questions and notice that the order is not changed. The name of the son is put in the place of the interrogative words.

2. Make up six questions of this kind on the lesson.

(c) Interrogative words

where ? when ? why ? and how ? are interrogative adverbs. The answers to these tell us the place (where ?), the time (when ?), the reason (why ?), and the manner in which (how ?) an action is done.

## EXERCISE 3

Make up questions to which the following are the answers

1. The fight between Charles and Orlando took place in the presence of Rosalind and Celia. (where ?)

2. One of the courtiers spoke to Orlando as he was about to leave the place. (when ?)



3. The duke did not want Orlando to fight Charles because he had taken a liking to him. (*why* ?)

4. Celia and Rosalind loved each other more dearly than sisters. (*how* ?)

who ? whom ? what ? which ? *are interrogative pronouns.*

*If what and which are followed by nouns they are interrogative adjectives*

e.g. Which lady was Duke Frederick's daughter ? (*adjective*)

Which gave the chain to Orlando ? (*pronoun*)

What fight did the two ladies watch ? (*adjective*)

What did Rosalind give to Orlando ? (*pronoun*)

#### EXERCISE 4 ✓

*Make up questions to which the following are the answers*

1. Charles came to see Oliver. (*who* ?)

2. Duke Frederick loved Rosalind as dearly as his daughter. (*whom* ?)

3. The new duke took their lands and property. (*what* ?)

4. The duke advised Orlando not to fight Charles. (*what advice* ?)

5. Rosalind dressed as a man. (*which lady* ?)

#### 2. Complex sentences with noun clauses

*Look at the following sentences*

Then Charles went on to tell him *why he had come to see him.*

He told Charles *that he had already tried to persuade Orlando not to wrestle with him.*

He asked *which of the two was the duke's daughter.*

I think *that he may drive her out of the palace any day now.*

*The clauses in italics are all noun clauses. They are all objects of the verbs in the main clauses. They answer the question 'what?'*

What did Charles go on to tell him ?

What did he tell Charles ?

What did he ask ?

What do I think ?

*You can always tell a noun clause by finding out if it answers the question 'what?' Indirect statements and questions become noun clauses.*

*Compare the following pairs of complex sentences*

- (i) He asked who was singing. (noun clause)

The girl *who was singing* looked at me. (adjective clause)

- (ii) He said *that the chain had belonged to Rosalind*. (noun clause)

The chain *that had belonged to Rosalind* was now round Orlando's neck. (adjective clause)

- (iii) Orlando asked *which was the duke's daughter*. (noun clause)

The fight *which took place the next day* was won by Orlando. (adjective clause)

- (iv) Oliver asked *where the duke was living*. (noun clause)

Rosalind and Celia went to the place *where the duke was living*. (adjective clause)

- (v) She wanted to know *when they should leave the palace*. (noun clause)

Rosalind suggested a time *when they should leave the palace*. (adjective clause)

## EXERCISE 5

*Find six complex sentences with adjective clauses and four complex sentences with noun clauses in the lesson.*



## EXERCISE 6

Use the following clauses in sentences of your own, first as noun clauses, then as adjective clauses

1. Who won the fight; 2. where the ladies were sitting;
3. when his brother would be sleeping; 4. who lived with Celia;
5. where they hunted the deer.

Use the following either as noun clauses or as adjective clauses

6. that he should educate his brothers; 7. that the new duke had taken.

## 3. Revision

## EXERCISE 7

1. Say whether each sentence in the first paragraph is simple, compound or complex.

2. Say whether each sentence in the paragraph beginning 'The next day the wrestling matches took place' is simple, compound or complex.

## B. Comparisons

In Form II you learnt how to compare things and people and actions by using more and most or by adding -er and -est to adjectives and adverbs. We can compare any two things, people or actions in four ways:

(i) We can say they are equal:

Rosalind was as pretty as Celia.

The duke loved Rosalind as dearly as his own daughter.

(ii) We can say they are not equal:

Rosalind was not as pretty as Celia.

The duke did not love Rosalind as dearly as his own daughter.

(iii) *We can say which is superior to the other:*

Celia was prettier than Rosalind.

The duke loved his own daughter more dearly than Rosalind.

(iv) *We can say which is inferior to the other:*

Rosalind was less pretty than Celia.

The duke loved Rosalind less dearly than his own daughter.

*In comparing several persons, things or actions we can say which is superior or inferior*

e.g. Shakespeare is the most famous dramatist in the world.

Oliver was the eldest brother in the family.

Orlando was the youngest brother in the family.

Orlando was the most kind.

Oliver was the least kind.

#### EXERCISE 8

*Fill in the blanks in the following sentences, adding -er to any words if necessary*

1. Orlando was .... sweet-natured .... Oliver.
2. Jaques was not .... old .... Oliver.
3. Jaques was old .... Orlando.
4. Rosalind was tall .... Celia.
5. The duke liked Charles .... Orlando.
6. Rosalind loved Celia .... dearly .... Celia loved her.
7. Oliver did not like Orlando .... much .... he did Charles.
8. Orlando was not .... experienced at wrestling .... Charles.



## EXERCISE 9

Compare the following, saying that they are (a) equal, (o) not equal, (c) one is superior, (d) one is inferior—in some way. There are suggestions in the brackets.

e.g. two flowers. (*smell - shape*)

(a) This flower smells as sweet as that.

(b) This flower is bigger than that.

1. two animals (*fierce*). 2. two houses (*large*). 3. two trees (*tall*). 4. two books (*interesting*).

## EXERCISE 10

*Make sentences using*

1. as helpful as. 2. more stubborn than. 3. less ambitious than. 4. not as vain as. 5. less happy than. 6. as sweet-natured as. 7. much kinder than. 8. less difficult than. 9. the easiest. 10. the most successful.

*Look at these sentences*

(i) John likes Raman better than I do.

(ii) John likes Raman better than me.

*These do not mean the same.*

(i) means that John likes Raman better than I like Raman.

(ii) means that John likes Raman better than he likes me.

## EXERCISE 11

*Give the meaning of each of the following pairs of sentences*

1. I dislike that boy more than he.

I dislike that boy more than him.

2. You like cricket more than I.

You like cricket more than me.

### C. Punctuation: some uses of the comma

*The comma (,) is used*

*(a) To mark off words in apposition*

e.g. He was the son of a good old knight, Sir Rowland, who had died some years earlier.

Has the old duke's daughter, Rosalind, gone with her father ?

*(b) To mark off a word addressed to a person*

e.g. 'There is no news except the old news, sir.'

'Mohan, please come here.'

*(c) To separate the same parts of speech unless they are joined by and*

e.g. He was a good-looking, sweet-natured, upright young man.

*(d) To separate the clauses in a compound sentence when they are not joined by a conjunction*

e.g. Oliver sent Jaques to school and the university, but he gave Orlando no education, treated him harshly and kept him idle at home.

*(e) To separate the clauses in a compound sentence when the subjects of the clauses are different, and the comma prevents confusion*

e.g. Several lords have gone with the old duke, and the new duke has taken their land and property.

**Note.** *If there were no comma after 'duke' it would sound at first as if the lords had gone with the old duke and the new duke.*



## EXERCISE 12

1. Find examples of the above uses of the comma in this lesson and the previous lessons.

2. Put commas where necessary in the following

My eldest sister Mary was an unselfish hard-working girl. She was a great help to my mother but we did not realize that until we grew up. She helped with the cooking dressed the younger children amused the baby and made herself generally useful.

## COMPOSITION EXERCISE

*Pretend you are either Orlando or Rosalind or Oliver and tell this story.*

# 5

## AS YOU LIKE IT (PART II)

Rosalind and Celia were so tired by the time they reached the Forest of Arden that they could hardly drag their feet a yard further. They were also very hungry. They had no place to stay in and did not know where they could buy food. As they were resting under a tree two shepherds passed by. Rosalind asked the elder of the two if he could tell them where they could get board and lodging. The shepherd said that he had no house of his own to which he could invite them, for he was the servant of another man. He told them, however, that his master's cottage and sheep were for sale.

Rosalind and Celia had brought plenty of money with them, so they asked the shepherd to buy the cottage and sheep for them, and said that they would employ him as their shepherd. So Rosalind and Celia with the court jester settled down to lead a rural life. You will remember that Rosalind was dressed as a young man, so everyone thought that she and Celia were brother and sister.

Meanwhile Orlando and the old servant, Adam, had also reached the forest. The old man was too tired and feeble to walk further, so Orlando left him resting beneath a tree while he went exploring for food and shelter. He suddenly came upon a group of men about to start their meal. He drew his sword and cried out, 'Stop, eat no more.' These men were the old duke and his followers. The duke asked Orlando why he spoke so rudely and, when he heard why he was demanding food, instantly invited him to bring Adam there and join them. So Orlando became one of the duke's band. He had no idea that Rosalind was living in another part of the forest. He was very much in love with Rosalind and wrote poems about her which he pinned to the trunks of the trees. In these poems he said that Rosalind was the kindest, most beautiful lady in the world.

One day Celia and Rosalind each found one of these poems. They had been walking in different parts of the forest. Rosalind could not think who had composed them but Celia knew, for she had seen Orlando in the forest. She was just telling Rosalind how she had seen Orlando when he appeared on the scene. He did not sus-



pect that this young man and his sister were the ladies he had met at the palace. After a little talk Rosalind referred to the poems they had found. 'If I could meet this man,' she said, 'I could give him some good counsel. He seems to be suffering from a love fever.'

'I am the man,' answered Orlando. 'Please tell me your cure for this disease.'

'You must visit me every day and talk to me as if I were your Rosalind, and I will behave as if I were really Rosalind,' she said.

Orlando liked the suggestion and agreed to do that. He was happy because he could talk about Rosalind, and Rosalind was content because she could listen to all the sweet things he said about her; but, of course, Orlando had no idea that he was actually talking to Rosalind. He thought of her as Ganymede, the brother of Aliena.

One day, after he had been coming regularly to the cottage for some time, he did not appear at the appointed time. Instead, another man came to apologize for Orlando's absence and explain it. He showed them a handkerchief stained with blood and told them this story.

'Orlando was walking through the forest when he saw a wretched, ragged man sleeping under a tree. When he got a little nearer to the man he saw a snake about to strike him. When the snake saw Orlando, however, it moved away into the bushes. Then Orlando noticed a lion waiting for the man to wake up, for lions do not

kill any victim that seems dead. Orlando then discovered that the man was his eldest brother.'



'I have heard him speak of that brother, and of how unnatural he was,' said Celia.

'Did Orlando leave his brother to be killed by the lion?' asked Rosalind.

'Twice he turned away and meant to do so,' said the man, 'but his natural goodness, stronger than any feelings of revenge, prompted him to save his brother, and he killed the lion. The noise he made doing this woke me.'

'Are you his brother?' asked Celia.

'Was it you he rescued?' asked Rosalind.



'Was it you who so often tried to kill him?' asked Celia.

Then Oliver told them how he had abandoned his former evil ways and was completely reformed and that Orlando had forgiven him. He went on to say that Orlando had taken him to the good old duke, who had supplied him with fresh clothes. Then Orlando took him to his cave and showed him where the lion had torn some flesh away from his arm. He had lost a lot of blood and while he was showing this wound to Oliver he had swooned. He had recovered quite rapidly and, dipping a handkerchief in his blood, had asked Oliver to take it to the youth he called his Rosalind as a token that the story was genuine.

When Rosalind heard this story and looked at the handkerchief she too swooned. When she recovered she tried to pretend that she had been acting, but neither Oliver nor Celia believed her. Celia asked Oliver to help them home.

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### 1. *Look at these two sentences*

(i) Rosalind and Celia were so tired that they could hardly drag their feet a yard further.

(ii) The old man was too tired and feeble to walk further.

(i) is a complex sentence and (ii) is a simple sentence. In both sentences there is a statement about a person or persons: (i) Rosalind and Celia were tired. (ii) The old man was tired and feeble. The

second part of each sentence tells us the result of the first statement: (i) they could hardly drag their feet a yard further; (ii) he could not walk further.

(i) *must have the words so . . . . that in it. The words that . . . . yard further are a clause.*

(ii) *must have the words too . . . . to. The words to walk further are a phrase. Sometimes we can change form (i) into form (ii).*

(i) Rosalind and Celia were too tired to drag their feet a yard further.

(ii) The old man was so tired and feeble that he could not walk further.

#### EXERCISE I

*Join the following pairs of statements to make (a) a complex sentence using so . . . . that, or (b) a simple sentence using too . . . . to*

1. Orlando was very worried. He spoke rudely. (a)
2. The duke was kind. He did not get angry. (b)
3. The duke was sorry for Orlando. He told him to bring the old man at once. (a)
4. Rosalind looked different in her men's clothes. Orlando did not recognize her. (a)
5. Orlando was good. He did not kill his brother. (b)
6. Oliver was ashamed of himself. He abandoned his evil ways. (a)
7. Orlando was weak from loss of blood. He swooned. (a)
8. Celia was fond of Rosalind. She would not let her leave the palace alone. (b)

*Some of these can be joined in both ways, but for (b) the second sentence has to be changed to its opposite*

e.g. He was tired. He walked slowly.

(a) He was so tired that he walked slowly.

(b) He was too tired to walk quickly.



## EXERCISE 2

1. Say whether each sentence in paragraph 1 is simple, complex or compound. Break up each compound and complex sentence into short simple sentences.

2. Look at these sentences

(i) Rosalind was dressed *as a young man*.

(ii) They employed him *as a shepherd*.

(iii) Talk to me *as if I were your Rosalind*.

(i) and (ii) are simple sentences. (iii) is a complex sentence. The words in italics in (i) and (ii) are phrases. The words in italics in (iii) are a clause.

Find other sentences like these in the lesson.

## EXERCISE 3

Complete the following sentences and say whether you are making a simple or a complex sentence

1. He worked for ten years as ....
2. I always think of Madras as ....
3. Orlando thought of Rosalind as ....
4. Orlando looked after his brother as if ....
5. Rosalind lived in the forest as ....
6. Rosalind talked to Orlando as if ....
7. The children .... as a sign of respect.
8. The lion looked as if ....

Note. It is incorrect to say: He was named as Gopal or His father called him as Gopal.

## B. Qualifiers : Phrases

You have learnt several ways in which nouns are qualified. In Lesson 1 you learnt how they can be qualified by different words

that come before the noun. In Lesson 3 you learnt that they can be qualified by clauses which come after the noun. Phrases also qualify nouns and come after them.

#### 1. Preposition phrases

Find the following in the lesson

the elder of the two, a house of his own, most beautiful lady in the world.

The words in italics are phrases qualifying the nouns they follow.

#### EXERCISE 4

Put the following phrases into the sentences below as qualifiers about Rosalind, under the tree, of his own, with a sword in his hand, from the palace

1. The man called upon the duke's followers to stop eating.
2. The feeble old man was a faithful servant of Orlando's.
3. No one knew that Ganymede and Aliena were really the two ladies.
4. Celia and Rosalind found many poems pinned to trees.
5. The duke supplied Oliver with clothes.

#### 2. Participle Phrases

Find the following in the lesson

a handkerchief stained with blood, a man sleeping under a tree, a lion waiting for the man to wake up.

The phrases in italics all begin with a participle and qualify the noun they follow.

#### EXERCISE 5

Put the following phrases into the sentences below as qualifiers saying sweet things about her, wearing country clothes,



pinned to the trees, dipped in blood, dressed as a man, suffering from love fever

1. The two shepherds noticed a jester with a young man and a young woman.
2. Rosalind was believed by everyone to be Aliena's brother.
3. They found many letters about Rosalind.
4. These letters appeared to be written by a man.
5. Rosalind enjoyed listening to Orlando.
6. Oliver showed Rosalind and Celia a handkerchief.

### 3. *Infinitive Phrases*

*Find the following in the lesson*

*a place to stay in, a group of men about to start a meal, a snake about to strike him.*

*(about to gives the idea that the action will start very soon.)*

### EXERCISE 6

*Match the nouns in A with suitable qualifying infinitive phrase in B :*

A. Orlando, food, tree, cottage, clothes

B. to eat, to rest under, to live in, about to pin a letter to a tree, to wear

### EXERCISE 7

*Use the following phrases in sentences of your own as qualifiers*  
wearing a gold chain, with ragged clothes, about to go home, in the market, belonging to your teacher, of this book, written in ink, to look at, outside the station

### C. Articles : 'The'

*In Lesson 2 you were reminded that a and an are used only with countable nouns. The can be used with both countable and uncountable nouns.*

The *is* used with

(a) *particular persons or things*

*Find these in the lesson*

the Forest of Arden, the elder of the two, the court jester, the appointed time.

(b) *persons or things that have already been mentioned*

*Read from 'Orlando was walking through the forest ....' to '.... asked Rosalind'. Notice how a and the are used with man, snake and lion.*

(c) *persons or things that the hearer or reader already knows about*

e.g. 'and the old servant, Adam', 'These men were the old duke.....' *These people were mentioned in the previous lesson.*

(d) *usually persons or things with a qualifying clause when the clause answers the question 'Which ?'*

e.g. the ladies he had met, the youth he called his Rosalind.

(e) *with the superlative degree*

e.g. Rosalind was the kindest lady in the world.

*But note that most is sometimes used to mean very as in a most interesting story, and then it is preceded by 'a'.*

(f) *with ordinal numbers*

e.g. the second boy, the fourth form.

## EXERCISE 8

*Put a, an, or the in the blanks*

1. Is that .... sari you bought yesterday ?
2. .... third time he tried he was successful.
3. I bought .... new sari yesterday.



4. Oliver was .... eldest of Sir Rowland's sons.
5. .... strange man came into the room. He was ..... Englishman. He must have been .... new professor at .... College.
6. Please shut .... door.
7. There is .... large chair and .... small chair in my office. Please bring me .... large one.
8. Have you had .... letter from your father this week ?
9. When .... milkman comes take half a measure of milk.
10. We have both .... cat and .... dog .... dog is friendly but .... cat is not.

## D. Revision

### EXERCISE 9

*Change the following into (a) interrogative statements. (b) negative statements*

1. He said that Rosalind was the most beautiful lady in the world.
2. Oliver was the brother who wanted to kill Orlando.
3. The old duke was living in the forest with his followers.
4. Lions sometimes touch people who seem to be dead.
5. When Rosalind saw the blood-stained handkerchief she swooned.

### EXERCISE 10

*Punctuate the following, putting in capitals, full stops and question marks where necessary*

would you have liked to live in the forest of arden it was a very beautiful place and rosalind and celia liked it very much they lived in a small cottage how did they find this cottage a shepherd told them about it and they gave him the money to buy it for them

## AS YOU LIKE IT (PART III)

Rosalind was worried lest, when Orlando heard of her swooning, he should suspect that she was a woman. She did not want him to find that out just yet. She had also another problem which made her situation more complicated. You will remember that the shepherd who helped Rosalind and Celia to buy the cottage and sheep had a young shepherd friend. His name was Silvius, and he was in love with a shepherdess called Phebe. Phebe, however, who knew Rosalind as the young gentleman, Ganymede, fell in love with her and wanted to marry her. Rosalind treated Phebe harshly; she told her that she was ugly, and she scolded her severely because she had rejected the faithful, earnest Silvius, but the silly girl protested she would rather be scolded by Ganymede than listen to the loving words of a fellow like Silvius. She was a great nuisance to Rosalind.

The day after Oliver had visited Rosalind and Celia, Orlando came to see them with his wounded arm bandaged. He told Rosalind that his brother Oliver had fallen in love with Aliena and wanted to marry her at once. He also said that Oliver had given his house and lands to him and would live in the forest with Aliena. Rosalind replied that she knew that Oliver and Aliena had fallen in love and that she had given her approval to the marriage. 'They shall be married to-morrow,' said



Orlando, 'and I am going to ask the duke to be present for the occasion. But how sad I am to think that I am not marrying my Rosalind at the same time.'

Rosalind then said, 'I promise you that when your brother marries his Aliena you shall marry your Rosalind.'

Just then silly Phebe came in, followed, as usual, by faithful, despised Silvius. Rosalind tried to satisfy Phebe, saying, 'I will marry you, if ever I marry a woman and I'll be married to-morrow.' To Orlando she said, 'I will satisfy you, if ever I satisfied a man, and you shall be married to-morrow.' To Silvius she said, 'I will content you, if what pleases you contents you, and you shall be married to-morrow.' These promises all sounded rather mysterious, but they all said that nothing should hinder them from being there the next day. Each one said, 'I shall be here to-morrow.'

The next day Oliver and Orlando, Rosalind and Celia, Silvius and Phebe all met in the presence of the duke. Rosalind was still wearing her man's dress. She spoke first to the duke.

'Do you say,' she asked, 'that if I bring your Rosalind you will give her to Orlando?'

'That I will certainly do,' said the duke without any hesitation.

'And you say,' she said to Orlando, 'that if I bring her you will have her.'

'I would do so,' he replied, 'if I were king of all the kingdoms of the world.'

Then she turned to Phebe. 'You say that you'll marry me if I am willing.'

'Yes,' said Phebe, 'even if I die the hour after.'

'And if you refuse to marry me you will marry this faithful shepherd.'

'That is the bargain,' said Phebe, glancing at Silvius standing silent there. And finally Rosalind said to Silvius, 'You say you'll have Phebe if she is willing,' and Silvius agreed.



Then Celia and Rosalind went to get ready for the wedding. When they came back Rosalind was in her



own clothes. Everyone was amazed to see her and, of course, the duke and Orlando were delighted. And so the three couples were married amid great rejoicing.

While they were still talking, Sir Rowland's second son Jaques came in. He had a most remarkable story about Duke Frederick. He told them that the duke had heard how every day more and more men were joining the old duke in the forest. So he had collected some soldiers and set out for the forest, determined to kill the old duke. On the borders of the forest, however, he had met a religious old man who had talked to him and had converted him. Frederick had then said that he would resign from his position, give back his dukedom to the old duke and retire to live a religious life.

So the story ended happily for everyone. The duke got back his dukedom. Orlando got his Rosalind and the house and lands his father meant him to have, Oliver lived happily with Celia in the shepherd's cottage and even Phebe settled down happily with Silvius.

## LANGUAGE STUDY AND EXERCISES

### A. How to express the Future

#### (i) *The Future Simple Tense*

I shall be here to-morrow. (*Find this in the lesson.*)

You will have an English lesson to-morrow.

*You have learnt that shall is used with the first person and will with the second and third persons.*

#### (ii) *going + the infinitive*

*You learnt how to use this in Form III:*

I'm going to swim to that boat.

Those children are going to build a sand castle.

I am going to ask the duke to be present. (*Find this in the lesson.*)

We are going to play a volleyball match.

He is going to see his friend.

*This is a very common way of expressing the future.*

(iii) *The Present Continuous Tense, especially with go and come*

I am not marrying my Rosalind. (*Find this in the lesson.*)

We are going home early this evening.

Are you coming to school to-morrow?

#### **EXERCISE 1**

*Rewrite the following sentences, to express the future, using all the three ways given above.*

1. The boys looked for birds nests in the bushes.
2. I spent my holiday at the seaside.
3. The boys sat for an examination in March.
4. He finished the book early in the morning.
5. Did you meet your father at the station ?

#### **EXERCISE 2**

*Make up ten sentences about something that is going to happen in the future using the (ii) and (iii) forms above.*

#### **B. Other uses of 'shall' and 'will' : Promises**

*Shall is used with the second and third persons and will with the first person to express a promise. This is the opposite of the rule for the simple future.*

*Find the following in the lesson*

I promise you that . . . . you shall marry your Rosalind.

I will marry you.

I will satisfy you . . . . and you shall be married to-morrow.



*Find other examples in the lesson.*

*If unpleasant things are promised we call them threats, not promises :*

You shall be punished.

I will not give you any supper.

*The main clause of an 'if' sentence, when the 'if' clause is in the Present Tense or the Present Perfect Tense, is very often a promise or a threat.*

If you do your work well you shall have a holiday.

If you have not done your work by 10 o'clock you shall be punished.

### EXERCISE 3

*Complete the following sentences with threats or promise*

1. If he comes late he ....
2. If you do not declare all your things at the Customs you ....
3. Leela's mother said, 'If you help me I ....'
4. You .... unless you give me back my pen.
5. I .... unless you give me back my pen.
6. Rosalind said, 'If you will come to my house every day I ....'
7. Duke Frederick said, 'If you do not leave the palace within ten days you ....'

### EXERCISE 4

*Some of the sentences below are promises or threats, some are simple future statements. Fill in the blanks with shall or will, whichever is suitable.*

1. If it rains we .... get wet.
2. If you don't do your work now, you .... not go out to play.
3. If your uncle comes soon you .... be able to see him.
4. If you wash your face and do your hair you .... go to meet your uncle.
5. If he tells me the truth he .... be forgiven.

6. If he explains it to me I ... understand.
7. If you come next week I .... not be here.

### C. More about 'if' clauses

*Look at this sentence*

If I bring your Rosalind will you give her to Orlando ?

*You learnt how to use this structure in Form III. It has the future tense in the main clause (will give) and the present tense in the subordinate ('if') clause (bring).*

*The subordinate clause is a condition that may or may not be fulfilled. Nobody knows. We can use other words instead of if: even if, if only, so long as, suppose that, supposing that, on condition that, provided that, unless (instead of if...not).*

*There are many possible combinations of tenses with this kind of condition.*

*Study this table*

Conditional word or phrase	Subordinate Clause	Main Clause
If Even if If only Provided that Suppose that Supposing that On condition that So long as Unless I ....not	Present Simple Tense	Present Simple Tense (a) Future Simple Tense (b) Future Perfect Tense (c) Imperative (d)
	Present Perfect Tense	Present Simple Tense (e) Future Simple Tense (f) Imperative (g)
	Past Simple Tense	Present Simple Tense (h) Future Simple Tense (i) Past Simple Tense (j) Imperative (k)



## EXERCISE 5

*Say which combination of tenses is found in each of the following sentences*

1. If you go to the market late all the best vegetables will have been sold.
2. If he asks you, tell me.
3. If Oliver has fallen in love with Aliena he may marry her.
4. Provided that he arrived this morning he will be at the meeting.
5. 'If Ganymede has promised to marry me he will keep his promise,' thought Phebe.
6. If you have tidied the room you have my permission to go.
7. Suppose that the duke is willing, are you going to marry Rosalind?
8. Even if you scold me I want to be with you.
9. If you told the truth you have no reason to be afraid.
10. If he came at 10.30 he was late.
11. If you have finished, sit down.
12. So long as you came before 10 o'clock, sit down; if you came after 10 o'clock, remain standing.
13. Unless you have read this lesson carefully you won't understand it.

## EXERCISE 6

*Complete these sentences in as many ways as possible*

1. If .... ill call the doctor.
2. If he .... lesson too early he will have forgotten it before the test.
3. Provided that he has written the letter it ....
4. Unless .... she may not come to the party.
5. He comes every day provided that the weather ....

6. What are you going to do if .... ?
7. Unless you hurry .... late.
8. My father has promised me a new bicycle on condition that ....
9. If he was ill yesterday he .... to-day.
10. If you were awake all night you ....

#### D. Direct and Indirect Speech

*You learnt about direct and indirect speech in Form III. Study the second paragraph and notice how the indirect speech is introduced.*

*Here is a table to remind you how the tenses are changed. The verb write is used as an example.*

<i>Direct Speech</i>	<i>Indirect Speech</i>
write	wrote
wrote	wrote/had written
has written	had written
will write	would write
is writing	was writing
was writing	was writing/had been writing
has been writing	had been writing

#### EXERCISE 7

1. Put the conversation between Rosalind and Oliver in paragraph 2 into direct speech.
2. Put Jaques' story into direct speech as he told it to the old duke. Remember to put 'you' instead of 'the old duke'.



### EXERCISE 8

*Make a list of all the qualifiers in the lesson with the nouns they qualify. Revise the list of qualifiers in Lessons 1, 2 and 3, and say what kind of qualifier each is*

e.g. silly Phebe      adjective

man's dress      noun in the possessive case

### EXERCISE 9

*make a list of the adverbs in the lessons and say whether they tell us, when, where or how.*

### COMPOSITION EXERCISE

*Tell the story from this point as if you were either Rosalind or Orlando.*

## REVISION TEST 1

### A. Combine the following into simple sentences

1. Celia saw Orlando. He was walking in the forest. He had a poem in his hand.
2. My mother sent a large parcel. It was carefully wrapped up in brown paper. She sent it to the Post Office.
3. Orlando was walking through the forest. He saw a snake. The snake was crawling towards a man. The man was sleeping on the ground.
4. The Post Office pays interest on money. The money is deposited in the Post Office Savings Bank. It is deposited by members of the public.
5. She found a new sari. It was lying on her bed. It was made of a mixture of silk and cotton.

### B. Fill up the blanks in these compound sentences with suitable conjunctions; and, but, so, both .... and, either .... or, neither .... nor.

1. He does very little work; he must be .... very clever .... very lazy.
2. I went to market .... bought some plantains .... a few oranges.
3. The plantains were cheap .... the oranges were rather expensive.
4. He was very tired after this day's work .... he went to bed early.
5. Oliver .... educated his youngest brother .... did he show him any kindness.

### C. Make the following into complex sentences by replacing the words in italics by suitable clauses

1. *The well-dressed girl* was the daughter of a rich merchant.
2. *After supper* he showed me the things *from Ceylon*.



3. Put your book back *somewhere*.
4. Celia, *Rosalind's cousin*, found Orlando's poem on a tree.
5. I received the money order *sent yesterday*.

D. Rewrite the following, putting in capital letters where necessary

1. mr ramakrishnan lives in a beautiful house in post office street, cuddalore.
2. in england the first monday in august is always a bank holiday. it is called august bank holiday.
3. the river ganges rises in the himalaya mountains and flows into the bay of bengal.

E. Qualify the nouns in the following sentences by adding qualifiers as instructed

1. The girl (*adjective, participle phrase*) always wins the prize (*adjective*) in our class.
2. She showed me books. (*noun in the possessive*)
3. Sri Jawaharlal Nehru (*noun in apposition*) has to visit places. (*adjective showing quantity*)
4. The postal authorities return letters (*adjective clause*) to the writers.
5. The cottage (*preposition phrase*) formerly belonged to a man. (*adjective clause*)

F. Fill in the blanks with many, much, a few, a little, a lot of

1. People who live in cold countries do not wear .... cotton.
2. That rich woman has only .... cotton saris but .... silk ones.
3. How .... sugar do you take ?
4. I take .... sugar, but my brother takes ....
5. There are not .... people in the streets to-day as it is raining.

**G. Put in a or an where necessary**

1. Machinery is expensive.
2. Which would you rather have, coffee or cool drink ?
3. Paper is used for writing on.
4. He has egg for his breakfast, bread and butter and cup of tea.
5. Have you time to tell me story ?
6. He took interest in photography.

**H. Change the following statements into questions**

1. Rosalind and Calia lived in a cottage.
2. The jester whom they had brought with them also lived there.
3. The children were waiting for their uncle.
4. Few people realize how faithfully the Post Office staff work.
5. I have sent many letters by Express Delivery.

**I. Change the statements in H into (i) negative statements, (if) negative questions.**

**J. Compare the following things or people in the way suggested in brackets**

1. Rajan .... Padmini .... tall. (one superior to the other)
2. Mohan .... Krishnan .... clever. (equal)
3. Madras .... Bombay .... large. (not equal)
4. The old duke .... Duke Frederick .... kind. (one inferior to the other)

**K. Put the verbs into the correct tense and voice**

1. Letters (carry) to all the countries of the world.
2. A higher rate of interest (earn) on Savings Certificates than on money in the Savings Bank.



3. Duke Frederick (drive) Rosalind away from the palace.
4. Orlando (treat) badly by his brother.
5. Rosalind promised Orlando that he (marry) to Rosalind the next day.
6. Phebe agreed that she (marry) Silvius if she (refuse) to marry Rosalind.

*L. Complete the following*

1. If you are hungry ....
2. If you have read Lesson 7 ....
3. He will pay you well provided that ....
4. I .... him the job on condition that he came early.
5. Don't go there unless ....
6. If the letter was not posted before 10 o'clock ....

*M. Fill in the blanks with shall or will*

1. I .... meet him to-morrow.
2. He .... certainly pay you back your money or I shall punish him.
3. We .... certainly send you a letter this week.
4. If you work hard I promise that you .... have a holiday.

*N. Fill in the blanks with a, an, or the*

1. .... clock in the hall was given to .... school by ... old boy of .... school.
2. Have you ever seen .... tiger without .... tail ?
3. There is .... new servant at school .... servant who left was ill.
4. Malathi is .... youngest girl in .... class. She is .... very clever girl. She is .... first girl to come to this school from her village.

**O. Make up sentences using**

1. so .... that. 2. too .... to. 3. whether .... or. 4. which he had read—(a) *as a noun clause*, (b) *as an adjective clause*.  
5. when he had gone to bed—(a) *as an adverb clause*, (b) *as a noun clause*.

**P. Rewrite in indirect speech**

1. 'What is your name?' asked Rosalind of Orlando. 'My name is Orlando,' he replied. 'I am the youngest son of Sir Rowland.'

2. 'My father and Sir Rowland were very good friends,' said Rosalind. 'If I had known that you were his son I would have begged you all the more not to undertake this fight. Now take this chain, I pray you, in memory of me.'

3. 'Who has been writing these poems?' asked Rosalind. 'It is evidently someone who is very much in love with you,' answered Celia. 'He must be living in the forest. Perhaps we shall meet him one day and find out.'



## COMMUNITY PROJECTS

What are Community Projects? When were they started? Why were they started? Who is to be benefited by them? What kind of work is to be done? What is the goal aimed at? How is the money to be raised to pay for them? Where are the men who have the ability to carry out the work to be found? Is any assistance to be given from abroad? A great many people are asking questions such as these to-day. I wonder if you know the answers.

Community Projects are part of the Five Year Plan for the development of the nation. We often hear people speak of the poverty of India. We know that many people eat only once a day. There are neither enough doctors to look after people's health, nor enough teachers and schools to educate all the children. Do you know why this is so? Many people say it is because India is poor, but Mahatma Gandhi said that India was very rich in one thing: that is, manpower. There are plenty of people who are willing and able to work. Community Projects are part of a plan to help the people themselves to develop their country.

In the whole of India fifty-five areas have been chosen as Community Project areas. In each area there are about 300 villages and a population of about two lakhs. There are also a number of development blocks. Each

development block contains about 100 villages and a population of 60,000. The Community Projects programme was started on October 2, 1952. By October 1953 one-twentieth of all the villages in India had been included in the programme. It was hoped that by 1956 a quarter of the villages in the country would be included, and that by 1961 such progress would have been made that the whole of rural India will be benefiting from this plan. It is the people themselves who will benefit.

What kind of work is being done or is going to be done in the project areas? Has anything been achieved so far? Here are some of the achievements. Thousands of farming implements such as ploughs and spades have been given to the farmers and peasants who have been helping with the work. They have been taught to handle new tools and implements. These people have tilled the soil, dug pits for manures, dug wells, built houses, made roads and brought many acres under cultivation. Thousands of maunds of superior seed have been given away. The farmers have watched the crops growing from this seed. Where they have seen that the crops are better than their own, grown from inferior seed, they have asked for this superior seed. When a peasant is able to get a better crop on his land he does not need it all for his own use. He can sell a part of it and with the money buy other things, and raise his standard of living. New kinds of crops have been introduced. In some areas fruit growing has been started. Also new methods of cultivation have been adopted; for example, the



Japanese method of rice cultivation has been introduced in some areas. This method produces bigger crops and the cultivator gets more profit.

Do you know what other benefits the Community Projects are bringing to the villages? In some places health centres have been opened to help the villagers. If a peasant is ill during the harvest or ploughing season he loses the chance of earning wages. If he is helped to keep fit he will be able to work regularly and earn good wages. So long as he is able to earn he need not get into debt. In some places adult education centres have been opened, and grown-up men and women are learning to read and write for the first time in their lives. Villagers are also to be taught other ways of earning money. Cottage industries are to be developed, and also such occupations as poultry keeping, fish keeping, bee keeping and so on. If peasants can earn money in these extra ways they will not need to take loans from time to time and will keep out of debt.

Where does the money come from for these new health centres and adult education centres and for supplying implements, seeds and other things? Who pays the skilled workers who are to teach the villagers all these new things? Some of the money is given by the Government of the United States of America, some by the Central Government of India and some by the State Governments, and quite a lot by the people themselves. One of the good things about this programme is that the people are being helped to help themselves. Some give

money, some give goods, some give work. People who have never worked together before are uniting to develop their district. When they see that they and their children will benefit they work with great zeal. Schoolboys and schoolgirls, college students and teachers can all help. Some have already done so during their holidays. The Community Projects programme looks ahead to a time when poverty will have been conquered and everyone in India will have enough to eat and will be able to live a contented, useful life.

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### 1. Complex questions

*In Lessons 3 and 4 you studied questions. In this lesson there are many examples of simple questions and two kinds of complex questions. Find all the simple questions.*

*Now look at these two questions*

- (i) Where are the men who have the ability to carry out the work to be found ?
- (ii) Do you know why this is ?

*What is the difference in structure between these two sentences ?*

*In (i) the subordinate clause qualifies men. It is an adjective clause.*

*In (ii) the subordinate clause is the object of know. It is a noun clause. It is also an indirect question.*

*So (ii) contains two questions. This is a double question. The main clause is a direct question, the other clause (or clauses) is an indirect question.*



*Find another complex question like (ii) in paragraph 5.*

*Double questions are introduced by such questions as Do you know? Have you heard? Do you believe? Have you been told? etc.*

#### EXERCISE 1

*Turn all the questions in the lesson into double questions. Remember that the word order in indirect questions is the same as the order in a statement. Use different introductions*

e.g. What are Community Projects?

Have you heard what Community Projects are?

#### EXERCISE 2

*Turn the questions in the lesson into indirect questions after introductions such as: I asked. She remembered. I had no idea. He was told. It was arranged. He explained to me. I was interested to learn. Remember that the tenses of some verbs will need to be changed.*

#### EXERCISE 3

*Change the following into (a) double questions, (b) indirect questions*

1. How many villages are there in a Community Project area?
2. When is the whole of rural India expected to benefit from this plan?
3. What have the people who are helping with the work been given?
4. What happens to a peasant if he falls ill during the harvest or ploughing season?
5. Who have been helping during their holidays?

2. *Complex sentences.* such .... that

*In Lesson 5 you studied the structure so .... that and too .... to. In both these structures the word in the gap is either an adjective or an adverb.*

*Look at this sentence*

By 1961 *such* progress will have been made *that* the whole of rural India will be benefiting from this plan

*Let us put the main clause into the active voice:*

By 1961 they will have made *such* progress *that* ....

*The word between such and that is a noun.*

*such means* so much: 'They made so much progress that ....'

#### EXERCISE 4

*Complete the following*

1. He ran with such speed that ....
2. The villagers worked with such zeal that ....
3. The teacher showed the naughty girl such kindness that ....
4. The master scolded his servant with such harshness that ....
5. The boy paid such attention to his work that ....
6. He has made such improvement in his writing that ....
7. She has given me such trouble that ....
8. He ate such a big meal that ....
9. I had such a bad cold that ....
10. My sister went for such a long walk that ....

#### EXERCISE 5

*Make up three sentences using with such .... that ...., three sentences using such .... that .... and three sentences using such a .... that ....*

3. *Learn another use of such—such as :*



*Look at these two sentences*

(i) Thousands of farming implements such as ploughs and spades . . . . with the work.

(ii) Cottage industries are to be developed and also such occupations as poultry keeping . . . .

*This is another way of saying for example.*

## EXERCISE 6

*Complete the following*

1. In school we play games such as . . . .
2. Fruits such as . . . . are grown in India.
3. I have never tasted such food as . . . .
4. Such things as . . . . are found only in the houses of rich people.
5. I like story books such as . . . .

## B. Adverbs

*You learnt in Form III about adverbs and adverb phrases and clauses.*

## EXERCISE 7

*Pick out from this lesson all the adverbs, adverb phrases and adverb clauses, arrange them in three columns and write against each the question it answers.*

*Remember that adverbials answer questions such as Where ? When ? How ? How often ? Why ?*

*Some are done for you:*

<i>adverb</i>	<i>adverb phrases</i>	<i>adverb clauses</i>
to-day ( <i>When ?</i> )	only once a day ( <i>How often ?</i> ) in the whole of India ( <i>Where ?</i> ) on October 2, 1952 ( <i>When ?</i> )	when a peasant is able to get a better crop on his land ( <i>When ?</i> )

## EXERCISE 8

⑤ Use the following adverbials in sentences of your own

1. on August 15, 1947
2. at the village well
3. when the children are all in bed
4. for several months
5. because there was not much rain
6. with great patience
7. as often as he could
8. twice a week
9. from the towns to the villages
10. to work in the village

## EXERCISE 9

Expand the following sentences by adding suitable adverbials. Add as many to each sentence as you can.

Remember (i) that adverbials of time come at the beginning or the end of the sentence;

(ii) that adverbs which tell you how often, such as always, often, never etc., come before the verb, e.g. I always come home quickly or after the first word of the verb, e.g. I have never tasted meat;

(iii) that adverbials always come after the object, and either before or after the indirect object with to, e.g. He threw the key quickly to John or He threw the key to John quickly;

(iv) that adverbials showing how usually come before those showing where, but may come after them.

**Example:** The villagers work.

**Expanded sentence:** Every day the villagers work very hard in their fields.

1. The boy came.
2. The old man was walking.



3. Many people enjoy themselves.
4. The children will play.
5. People have been living here.

C. The uses of the verb 'to be' (am, is, are, was, were, been)

1. *To name or define a person or thing:*

He is John.

Nehruji is Prime Minister.

A dog is an animal.

This is a sentence.

George VI was King of England.

*In each of these the word before is and the words after it refer to the same person or thing.*

He and John are the same person, not two different persons.

Nehruji and Prime Minister are the same person.

Community Projects are part of the Five Year Plan for the development of the nation.

*This is a longer example of the same use.*

2. *To state that something exists:*

There are a number of development blocks.

There are thousands of villages in India.

3. *With an adjective to describe something:*

This girl is beautiful.

That story is interesting.

4. *With an adverbial to say where a person or thing is :*

My father is in the garden.

The spade is in the shed.

5. (a) *With an infinitive, either active or passive, meaning must.*

When am I to give in my work ?

I was to be there at 9.30.

- (b) *With an infinitive to state something that is intended to take place in the future :*

Who is to be benefited ?

Villagers are to be taught other ways of earning money.

I am to learn music next year.

6. *With a present participle to make the continuous tenses :*

I am speaking. They were working.

7. *With the past participle to form the passive tenses :*

One twentieth of all the villages were included.

They have been taught to handle new tools and implements.

#### EXERCISE 10

1. *Find examples for as many of these uses as you can in the lesson.*
2. *Make up sentences using the verb to be as in 5.(a) and (b) above.*

#### COMPOSITION EXERCISE

*Write a letter to your pen-friend in England telling him about the Community Projects.*



## GENEROSITY OR SELFISHNESS

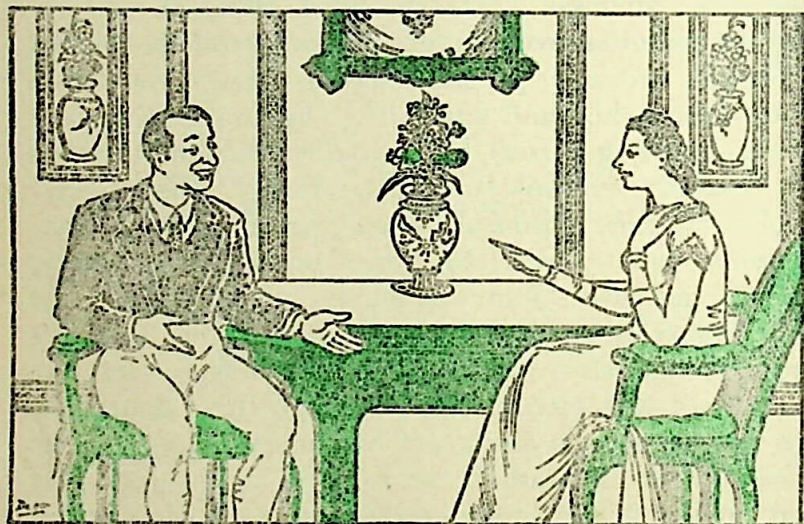
The conversation in this lesson is taken from a story by Jane Austen. She lived in an English village, more than a hundred years ago, and wrote stories about people like those amongst whom she lived. She was very observant and often made fun in a quiet way of the manner in which ordinary people behaved. This conversation is between a husband and wife. They both think they are being very generous, but I wonder what your opinion is. What do you think Jane Austen thought about them ?

Here is a brief outline of what happened before the conversation took place. John Dashwood's father, Henry, had married twice. John was the son of his first marriage and was wealthy, for he had inherited his mother's property and also married a wealthy lady himself. By his second wife Henry Dashwood had three daughters. He was not free to dispose of his family property as he chose, for, at his death, it had to go to his son John. He had only a few thousand pounds at his own disposal to leave to his wife and daughters. So, when he knew that he was dying, he sent for his son John and made him promise to help his step-mother and step-sisters.

Mr John Dashwood is talking to his wife Fanny soon after his father's funeral. He has told her that he plans to give each of his step-sisters one thousand pounds and she has replied that that is far too much.

*Mr John D:* It was my father's last wish that I should assist his widow and daughters.

*Mrs Fanny D:* I dare say he did not know what he was saying. If he had been in his right mind he would never have begged you to give half your fortune away.



*Mr John D:* He did not name any particular sum, my dear Fanny. He merely asked me in general terms to assist them. Perhaps it would have been better if he had left the matter entirely to me. He can hardly have imagined that I would neglect them. But he



wanted a promise, and I couldn't do less than give it. Now the promise must be kept. Something must be done for them when they leave Norland and settle in their own home.

*Mrs Fanny D:* Well, then, let something be done, but that need not be three thousand pounds. Think ! When the money is once given it cannot be replaced. Your sisters will marry and it will be gone for ever. Suppose our poor little boy should need it !

*Mr John D (very gravely):* Yes, indeed. Suppose he should ! What a difference it might make ! The money would be useful to him if he should have a large family.

*Mrs Fanny D:* It certainly would !

*Mr John D:* Then perhaps it would be better to halve the amount. Five hundred pounds each would be a great increase to their fortunes !

*Mrs Fanny D:* Oh, very great ! What brother on earth would do as much for his real sisters ? And these are only half-sisters ! But then, how generous you are !

*Mr John D:* I do not want to appear mean. Without anything extra from me they will each have more than three thousand pounds on their mother's death. That is a very comfortable fortune for any young woman.

*Mrs Fanny D:* Very comfortable indeed ! They cannot want any more. They will have ten thousand pounds divided amongst them. If they do not marry they

will be able to live together very comfortably on the interest of the ten thousand pounds.

*Mr John D:* That is very true.<sup>3</sup> It will perhaps then be better to do something for their mother so long as she is alive. A hundred a year, perhaps.

*Mrs Fanny D:* That would certainly be better than parting with fifteen hundred pounds of your capital at once, but if Mrs Dashwood lives for fifteen years we shall lose just as much.

*Mr John D:* My dear Fanny, she cannot possibly live as long as that !

*Mrs Fanny D:* Perhaps not, but people always seem to live for ever when they are receiving an annuity. My mother had to pay annuities to three old servants and she found it most annoying. She said her income was never her own when she had to make these payments.

*Mr John D:* I don't deny that these annual payments are unpleasant. One's fortune certainly does not seem one's own.

*Mrs Fanny D:* Undoubtedly, and besides, you get no thanks. They think they are secure. You do no more than what is expected and there is no gratitude. If I were you I would not bind myself to make any regular payment. It may not be convenient in some years to spare a hundred pounds, or even fifty pounds.

*Mr John D:* I do believe you are right, my love. If I give her an annual allowance they will live more



extravagantly and be no better off. A present now and then of fifty pounds will prevent their ever being in difficulty for want of money.

*Mrs Fanny D:* To be sure it will. I am quite sure that your father didn't mean you to give them any money. He meant you to help them to find a suitable house, and to help them have their things moved there. Just think, my dear Mr Dashwood, altogether they will have five hundred pounds a year amongst them. What on earth can four women want with more than that? I'm sure I cannot imagine how they will spend half of it.

*Mr John D:* You are perfectly right. My father certainly meant nothing more than what you have said. When my mother moves to her own house I will help her with the arrangements. Some little present of furniture may be acceptable then.

*Mrs Fanny D:* Certainly. But remember that your father left all his own china, plate and linen to your mother, so her house will be fitted up as soon as she takes it.

*Mr John D:* That is very true, and some of it would have been a very pleasant addition to our stock here.

*Mrs Fanny D:* Yes, indeed. Your father thought only of them. You really owe him no gratitude, nor need you respect his wishes. You cannot deny that if he could he would have left everything to them.

And so the conversation ends. Mr John Dashwood is sure that it is absolutely unnecessary for him to

do anything more for his step-mother and sisters than the few neighbourly acts pointed out by his wife.

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study

#### *Exclamations*

*In Form II and Form IV you learnt how to make exclamations. In this lesson there are four kinds of exclamatory sentences :*

- (i) And these are only half-sisters !
- (ii) What a difference it might make !
- (iii) But then, how generous you are !
- (iv) Think ! Suppose our little boy should need it !

*An exclamation must always end with an exclamation mark (!).*

*We exclaim when we want to express some emotion such as surprise, joy, anger, sorrow, worry, satisfaction, agreement or approval. Sometimes we use words such as Oh ! Ah ! Alas ! Hurrah !*

*Sentence (i) shows surprise. It has the same form as an affirmative sentence.*

*Sentence (iv) is in the form of an order. Think ! is a simple sentence. Suppose our little boy should need it ! is a complex sentence. This kind of exclamation shows worry.*

*Sentence (ii) has a special order. Here are some more examples :*

- What a beautiful day it is !
- What a kind boy you are !
- What a nuisance Phebe is !
- What a help he was !

*Notice that this order is different from the order of a statement, e.g. Phebe is a nuisance, and from the order of a question, e.g. Is Phebe a nuisance ?*



*Sentence (iii) also has a special order. Here are some more examples :*

How dirty that cloth is !

How unkind she was !

How angry she will be !

*The statement order is She will be angry, and the question form is Will she be angry ?*

*In (ii) and (iii) the verb comes at the end of the exclamatory sentence.*

*Notice that (ii) and (iii) can sometimes be changed into each other :*

How dirty that cloth is ! *becomes* What a dirty cloth that is !

What a help he was ! *becomes* How helpful he was !

#### EXERCISE 1

*Express these statements and questions as exclamations on the model of (ii), or (iii)*

1. She is conceited.
2. He is a great expense to me.
3. Is that room large ?
4. The tool is very useful.
5. Good rain is a blessing.
6. Mr Dashwood had a lot of money.

#### EXERCISE 2

*Punctuate the following, putting in full stops after statements, question marks after questions and exclamation marks after exclamations*

Have you been to Mysore! What a beautiful city it is! How well it is planned! Have you noticed the lights on the streets! Someone has said that Mysore is the only city in the world with beautiful street lights. How true do you think that is! How happy I should

be to visit at Dasara What a sight the processions are People come from long distances to see them.

## B. Emphasizing Adverbs

*When we want to emphasize what we are saying we use certain adverbs. These words strengthen the meaning of the words they are used with.*

*very and quite are used with adjectives and adverbs.*

*Find examples in the lesson.*

*indeed is used to make the meaning very strong. Yes, indeed means I agree very strongly. He was very generous indeed is stronger than He was very generous.*

*Find examples in the lesson.*

*certainly is used with verbs*

*e.g. He certainly came yesterday.*

*and with the verb to be followed by an adjective*

*e.g. You are certainly right.*

*possibly is used with the verb can in the negative. It makes the negative very strong.*

*He cannot possibly be here before 10 o'clock.*

*Find the example in the lesson.*

*Do not use too as an emphasizing adverb.*

## EXERCISE 3

*Make the following statements stronger*

1. This cloth is cheap.
2. My friend has a beautiful garden.
3. When the teacher called him he came quickly.
4. I paid you the money last week.
5. He cannot carry such a heavy load.
6. He was wrong when he said that school started at 9.30.



7. I cannot answer all these questions in a quarter of an hour.
8. This is an interesting story.

#### EXERCISE 4

*Fill in the blanks with the most, more, very or a very*

1. Leela is . . . graceful girl I have seen.
2. Mrs Dashwood was . . . selfish than her husband.
3. Mr John Dashwood's son would be . . . wealthy man.
4. Henry Dashwood was not . . . wealthy.
5. Raman talks . . . quickly than his brother.
6. This exercise is not . . . difficult.
7. Who is . . . important man in India?

#### C. Pronouns (Personal)

*Look at John Dashwood's remarks beginning 'He did not name any particular sum.'*

*If we put the name of the person for each pronoun, this is how the rest of the paragraph will read :*

Henry Dashwood asked John Dashwood in general terms to assist Henry Dashwood's widow and daughters. Perhaps it would have been better if Henry Dashwood had left the matter entirely to John Dashwood. Henry Dashwood can hardly have imagined that John Dashwood would neglect Henry Dashwood's widow and daughters. But Henry Dashwood wanted a promise, and John Dashwood couldn't do less than give the promise.

#### EXERCISE 5

*Replace all the personal pronouns by nouns in the conversation from 'I do not want to appear mean . . . ' to ' . . . lose just as much.'*

#### EXERCISE 6

*Fill in the blanks with suitable personal pronouns*

Celia and Rosalind went to the forest . . . took with . . . the

Court Jester .... was really a servant of Celia's father. When .... got to the forest Celia said to .... cousin, 'How tired .... am .... legs ache and .... want to rest. Are .... not tired also ? Let .... sit down here.' Rosalind said, '.... must find some place where .... can live. Who will help .... ?'

#### D. Indirect speech

1. *When we turn direct speech into indirect speech we sometimes have to put names instead of pronouns to make the meaning clear. If there are several 'he's' it is not always clear who is meant, so we use names instead. We should not use the name of the person speaking but of those he is speaking about.*

##### *For example*

John Dashwood told his wife that his father had not named any particular sum. He had merely asked him in general terms to assist them. He added that it would have been better if his father had left the matter entirely to him. His father could hardly have imagined that he would have neglected them.

##### 2. *We can use a variety of introductory verbs*

e.g. He added, he continued, he suggested, he exclaimed, he agreed.

##### *For example*

Mr John Dashwood pointed out that the money would be useful to their son if he should have a large family. His wife agreed that it certainly would. Mr John Dashwood then suggested that it would be better to halve the amount and said that five hundred pounds each would be a great increase to his sisters' fortunes. His wife exclaimed that it would be a very great increase and said that no brother on earth would do as much for his real sisters.



3. *Note that all exclamations are changed into statement order in indirect speech :*

How beautiful she is ! He exclaimed that she was very beautiful. What a big orange this is ! He exclaimed that it was a very big orange.

'very' in the indirect speech gives the idea of the exclamation.

## EXERCISE 7

*Turn into indirect speech*

1. What a generous man you are !
2. How beautifully she sings !
3. How tired I feel !
4. What a wonderful story !
5. *From 'I do not want to appear mean' to '.... A hundred pounds a year, perhaps.'*

## E. The uses of the verb 'to have'

*This verb has many meanings, several of which are illustrated in the lesson. When it has some meanings, the interrogative and negative sentences in Simple Present and Past tenses are made by changing the order*

e.g. I have a pencil. Have you a pencil ? I haven't a pencil.

*When it has other meanings the interrogative and negative sentences in Simple Present and Past tenses are made by using the verb do*

e.g. I had my breakfast. Did you have your breakfast ? I didn't have my breakfast.

*Now let us study the meanings :*

1. Possess or own

e.g. Henry Dashwood had three daughters. Had he a son ?  
They had very little money. They haven't much money.

*The Continuous Tenses CANNOT be used.* 'He was having three daughters' is *WRONG*. 'Do you have three daughters?' is *WRONG*.

*In colloquial English have got is commonly used:* 'They haven't got much money'.

2. To show a quality or permanent possession

e.g. This house has a good garden. Has it many rooms?

She has long hair. She hasn't much patience.

*The Continuous Tenses CANNOT be used.* 'She is having long hair' is *WRONG*.

*It is very common in English to use 'have got' in uses 1 and 2.*

He has got three daughters. I have got a new bicycle.

She has got long hair. Has the house got many rooms?

3. To show something that is habitual but not permanent

e.g. He has a lot of time for reading, but I don't have much.

*The Continuous Tenses CANNOT be used.*

4. Take, experience, or receive

e.g. (i) I have my bath at night. When do you have yours?

(ii) I have a headache now but I didn't have one yesterday.

(iii) She had two letters yesterday but I didn't have any.

*The Continuous Tenses MAY be used with (i) but NOT with (ii) and (iii).* 'I am having a cold' is *WRONG*. 'She was having two letters yesterday' is *WRONG*.

5. To show that something is caused to be done.

e.g. He had his shoes mended. Did he have his coat washed?

*The Continuous Tenses MAY be used.*

6. To show that something must be done

e.g. She had to go early. Did she have to go early?

*The Continuous Tenses CANNOT be used.*

7. As an auxiliary to form the Perfect Tenses



e.g. He has taken my book. Has he taken my book ?

#### EXERCISE 8

*Make up two more examples for each of the uses of have given above. Use sentences from the lesson where they are suitable.*

*Make up examples for 1 and 2 using both have and have got.*

#### EXERCISE 9

*Write the interrogative and negative forms of the following and give the Present Continuous Tense form where that is allowed. (The adverbs should be omitted when the Continuous Tense is given.)*

1. My friend has a pet dog.
2. I had a good rest during the holiday.
3. The teacher has the classroom swept every day.
4. I have to finish this exercise before I go home.
5. I have forgotten to bring my book.
6. Our school has a good library.
7. That fat man has a lot of money.

## 9

### SIR RONALD ROSS AND MALARIA

Malaria is a very old disease, but the cause of it has been discovered only recently. It is said to have caused more deaths than war. Until the origin of it was discovered it wrecked many fine pieces of work, such as the first attempt to make the Panama Canal. So many men became ill with malaria and yellow fever that the work had to stop till these diseases were conquered.

The word malaria means 'bad air'. For many years people believed that the air in damp, low-lying places

was unhealthy and that people caught malaria by breathing it. They noticed that people who lived where there was a lot of shallow, standing water developed the disease. Later some people noticed that malaria existed wherever mosquitoes thrived and that mosquitoes abounded wherever there was still, shallow water, but they did not connect these insects with the spread of the disease. It was a man who lived and worked in India who discovered that mosquitoes were the cause of malaria. This man was Ronald Ross.

He was born in India at Almora in the middle of the last century. His father was a well-known general in the Indian Army. He had a large family of ten children, of whom Ronald was the eldest. Ronald was greatly interested in music and poetry, and not at all interested in medicine; but, because his father insisted, he studied medicine, became a doctor, and entered the Indian Medical Service.

When he first came back to India he was very restless, for his medical work did not really satisfy him. He had plenty of spare time, so he read and wrote a great deal of poetry. He also learned three new languages, played a great many games and finally tired himself out. Then his conscience began to trouble him, for he felt that he had been neglecting his medical work and had done nothing to benefit mankind. So he decided to try to wipe out one of the diseases which troubled mankind. The disease he chose was malaria. He was sure that mosquitoes had something to do with malaria, so he began



to study the mosquito. He had plenty of opportunity, for his bungalow was full of them. When he discovered that they were breeding in a barrel of water outside his window, he upset the barrel and got rid of nearly all the mosquitoes. This seemed a very simple remedy, but he could not persuade other people to follow his example and pour away standing water.

In 1878 a French Army doctor named Laveran saw, through a microscope, very small black dots in the blood of a malaria patient. Laveran found that these were caused by a creature too small to be seen without a microscope. This creature or parasite got into the patient's body, multiplied and spread through the blood stream, causing malaria. It destroyed the red blood cells and made the patient pale and weak. Everyone knew the symptoms of malaria. First the patient became very cold, then he became hot and feverish, and then after a day or two he began to sweat. Then after one, two or three days it was repeated, first the cold, then the heat, then the sweating. It was Laveran who found out that these symptoms occurred whenever these small black dots could be seen in the patient's blood.

The question Ross asked was: how did these creatures get into the blood of the patient? Were they swallowed with food or water? Were they floating about in the air and breathed in by the victims? When he noticed that people who used mosquito nets got malaria less often than people who did not, he became even more sure than before that mosquitoes were in some way the cause of

malaria. He studied them carefully and distinguished many varieties. 585

3 When Ross was on leave in London he met, by chance, a great pioneer in tropical diseases, Sir Patrick Manson. 586  
Manson became his ally. He believed that mosquitoes carried malaria and encouraged Ross to persevere in his work. Ross soon became absorbed in his task. He had to examine every malaria patient, he had to catch mosquitoes that had fed on the blood of these patients. He had to find out if one kind of mosquito carried the parasite or if all kinds did. For a time he had no results. अच्छा  
Then one morning he was shown a different kind of mosquito. It was one he had not seen before. It had three black bars or stripes on its wings and, when it settled, its tail pointed upwards. Ross named it Anopheles. He allowed it to bite a malaria patient and suck his blood, and then he examined it under his microscope. As soon as he began to look at it he noticed in the stomach of the mosquito the same small black dots that Laveran had discovered in the blood of the malaria patient. Day after day Ross caught and examined hundreds of Anopheles mosquitoes. He discovered that the malaria germs lived only in the bodies of human beings and of female Anopheles mosquitoes. When he had examined a large number of these mosquitoes he found out that the malaria germ underwent certain changes in the stomach of the mosquito. When it had developed to a certain stage it left the mosquito's stomach and passed into a tube near the mouth of the insect. The female Anopheles mosquito



has a sharp beak with which she makes a hole in the skin of her victim. As she sucks out blood some of the parasites from this tube pass into the blood-stream of the person. Anopheles mosquitoes are free of malaria until they bite a human being suffering from the disease. Human beings are free of malaria until they are bitten by a mosquito with the parasites in the tube by its mouth. So not even all female Anopheles mosquitoes carry the disease.

As soon as Ross was certain that it was the Anopheles mosquito which carried the malaria parasite he was confident that he could conquer malaria. The mosquitoes must be wiped out. They bred in shallow, standing water, so this must either be drained away or, if that were not possible, oil must be spread on the surface; this kills the young mosquitoes. People must be screened at night by mosquito nets. With the help of Manson, Ross organized propaganda to encourage people to fight the mosquito. But people did not always show the same zeal as he did. He led the fight against mosquitoes by going himself where the mosquitoes were worst. He went to Sierra Leone in West Africa and organized groups of people to collect all bottles and tins where mosquitoes might breed. He had rubbish cleared away, dense undergrowth cut down and places cleared; in a short time, through his efforts, there was much less malaria there. When Ross's methods killed all the mosquitoes in Ismailia on the Suez Canal malaria completely disappeared because there was no longer any means of carrying it.

He boasted that this was the perfect proof of his discovery.

The fight against malaria started by Ross still goes on. Gradually the mosquito is being wiped out from the centres of civilization, but it is still found where people do not understand the rules of health. All boys and girls can help to fight this disease by destroying the places where the mosquito breeds.

## LANGUAGE STUDY AND EXERCISES

### A. Adverbials

#### EXERCISE 1

*Study paragraphs 1, 2, 5 and 7 and make two lists, one of phrases and one of clauses that show time or place.*

whenever — wherever

*whenever means* at any time that *or* every time that

e.g. Come and see me at any time that you like (whenever you like).

Every time I have fever I go to bed (whenever I have fever).

*wherever means* in every place that *or* in any place that

e.g. Put it in any place you like (wherever you like).

There ought to be a school in every place where there are children (wherever there are children).

#### EXERCISE 2

*Complete the following sentences*

1. Whenever it rains . . . .
2. . . . whenever it rains.
3. Wherever English is spoken . . .
4. Whenever I go to the market . . .
5. . . . whenever I have any money.



## B. Adjective clauses

### EXERCISE 3

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Read paragraphs 2 and 8 and find an adjective clause which describes some people, two which describe a man, one which describes a mosquito and another which describes bottles and tins.

How can we distinguish between adjective clauses and adverb clauses?

Look at these two sentences

He led the fight by going *where the mosquitoes were worst*.

It is still found *where people do not understand the rules of health*.

We can replace the words in italics by other words which tell us where, e.g. to Sierra Leone, in some places. The clauses in italics are adverb clauses. They tell us (i) *where he went*, (ii) *where malaria is still found*.

Now look at these

Groups of people collected bottles and tins *where mosquitoes might breed*.

Boys and girls can fight this disease by destroying the places *where the mosquito breeds*.

The words in italics can be replaced by words that describe the nouns they follow, e.g. tins full of water, damp places. These clauses in italics are adjective clauses. They tell us (i) *what kind of bottles and tins*, (ii) *what kind of places*.

Look at these

(i) This is time *when I have my dinner*.

(ii) *When I have my dinner* I sit at a table.

In (i) the clause is an adjective clause. In (ii) it is an adverb clause. Remember that an adjective clause must always follow a noun or pronoun.

#### EXERCISE 4

*Make up sentences using the following clauses (i) as adjective clauses, (ii) as adverb clauses*

1. where I am living. 2. where the books are kept. 3. when I see my friends. 4. when everybody is sleeping.

#### C. The adverb 'only'

*only modifies nouns, pronouns, verbs, adverbs and adverb phrases.*

*Look at these two sentences from the lesson*

The cause of it has been discovered *only recently*.

*only modifies recently.*

Malaria germs live *only* in the bodies of human beings or of male Anopheles mosquitoes.

*only modifies the phrases in the bodies .... mosquitoes. is, they do not live in the bodies of dogs, or cats, or in water any other place. only modifies the word or words that it.*

*: at these sentences*

Only I have seen the book in the library. (No one else seen it.)

(ii) I have *only* seen the book in the library. (I have not read it.)

(iii) I have seen *only* the book in the library. (I have not seen the other things you are mentioning.)

(iv) I have seen the book *only* in the library. (I have not seen it anywhere else.)

#### EXERCISE 5

*Insert only into the following sentences so as to give the various meanings given below each sentence*

1. She spoke to me about the theft.

(i) She was the *only* person who told me about the theft.



- (ii) I was the only person she spoke to.
- (iii) She did not write to me or telephone—she spoke.
- (iv) She did not speak about anything else.

2. He went to Bombay last week.

- (i) No one else went.
- (ii) He did not go a month ago.
- (iii) He did not go anywhere else.

3. The teacher asked Raman to say Yes or No.

- (i) The teacher asked no one else.
- (ii) He didn't ask him to explain.
- (iii) No one else asked Raman.

## D. Tense Study

### EXERCISE 6

*Pick out examples of all the different tenses used in the lesson.*

*You will find that most of the verbs are in the Present Simple and Past Simple tenses.*

*The Present Simple is used to describe things that are always true*

e.g. The word 'malaria' means 'bad air'.

The female Anopheles mosquito has a sharp beak.

*The Past Simple is used in two ways: (i) to describe what happened in the past*

e.g. He had plenty of spare time so he read and wrote a great deal of poetry.

The disease he chose was malaria.

*(ii) in indirect speech where the Present Simple would be used in direct speech*

e.g. Laveran found that these *were* caused by a creature too small to be seen without a microscope.

He discovered that the malaria germs *lived* only in the bodies of human beings or of female *Anopheles* mosquitoes.

*Both these statements are always true but they are here reports of what Laveran and Ross found out in the past.*

#### EXERCISE 7

1. Write a paragraph describing any animal. Say something about its appearance and habits. Use the Present Simple Tense.
2. Write a second paragraph about an animal you once watched and describe what you saw. Use the Past Simple Tense.
3. Pretend that you have been studying the habits of an animal and describe what you found out. Begin *I found out that ....* and use the Past Simple Tense.

#### E. Word Study

##### EXERCISE 8

Use a dictionary and find out all the words connected with the following words, and say what part of speech each is

origin, exist, conscience, destroy, repeat, heat, distinguish, persevere, confident, proof, civilization

e.g. origin	—	noun
original	—	adjective
originate	—	verb

#### F. Comprehension

Mark each statement T for true or F for false

1. People catch malaria by breathing the air in low-lying places.
2. The cause of malaria was discovered by a man who worked in India.
3. At first he was not interested in diseases.
4. He discovered that mosquitoes were breeding in a barrel of water outside his room.



5. Other people followed his example at once and poured away standing water.

6. Laveran discovered that mosquitoes carried the malaria germ.

7. The male Anopheles mosquito does not carry the germ of malaria.

8. If there are no germs in the mosquito it cannot give malaria to a human being.

9. Ross greatly reduced the amount of malaria in Sierra Leone.

10. Only grown-up people can help to fight malaria.

## 10

### PUT OUT THE FIRE WHILE THERE IS TIME (PART I)

This is a story by the Russian writer Leo Tolstoy. He gave up a life of wealth and comfort in order to help the poor. He taught that all forms of violence were wicked and that people should live together in love. Gandhiji was very much interested in his writings and teachings.

In a certain village in Russia there lived a peasant named Ivan Shcheibakov. He was comfortably off and should have been happy, for he had three sons, all able to work. The eldest was married, the second was soon going to be married and the youngest was able to look after the horses. His wife was an able woman and his daughter-in-law was steady and hard-working. Ivan's

old father lived with them, but he suffered from asthma and had been lying on the top of the brick stove for the past seven years. They grew enough food for their own needs and the women made all the clothes. But they were unable to live happily because of a quarrel with their next-door neighbour, Limping Gabriel.

So long as Gabriel's father was alive and Ivan's father was head of his household the families had lived as good neighbours. When the women of one house happened to want something, a basin or a bucket, they would borrow it from the other house. When a cart-wheel was broken the men used to send to the other house and help each other in neighbourly fashion. If a calf from next door got in when the grain was spread out they would just drive it out and say, 'Don't let it get in again; our grain is lying there.' There would be no thought of quarrelling.

The quarrel began over a very small thing. Ivan's daughter-in-law had a hen that started laying early. She used to find an egg every day in the cart. One day when she was busy she heard the hen cackling and thought, 'I'll fetch the egg later on,' but when she went to the cart there was no egg there. Her youngest brother-in-law told her that the hen had laid her egg in the neighbour's yard, so she went next door.

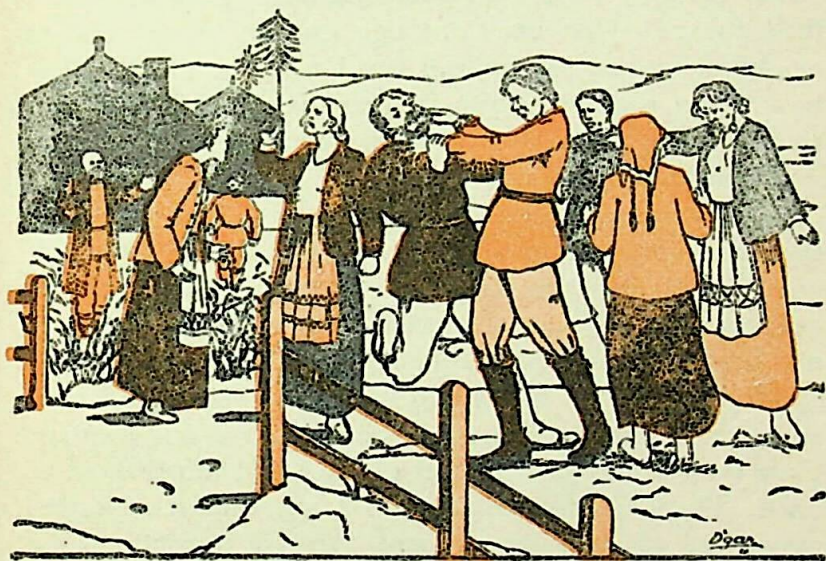
'What do you want, young woman?' asked Gabriel's mother.

'My hen flew into your yard this morning,' she replied. 'Did she lay an egg here?'



'We haven't seen it,' answered the old woman. 'We have our own eggs and have no need of other people's. And we don't look for eggs in other people's yards.'

Ivan's daughter-in-law felt insulted and did not answer very politely. The other woman answered her angrily and then the women began abusing each other. Ivan's



wife, who happened to be passing, joined in. Then Gabriel's wife rushed out and they all shouted at each other, abusing one another and accusing one another of all sorts of things. Then Gabriel came home and took his wife's part, and Ivan and his son rushed out and joined in. Ivan pulled a handful of hair out of Gabriel's beard.

Then other neighbours came and separated the fighters with difficulty.

Gabriel <sup>गैब्रियल</sup> wrapped the hair torn from his beard in a piece of paper and went to court. His wife <sup>पत्नी</sup> went about saying that they would have Ivan condemned and sent to prison.

<sup>उसके</sup> Ivan's old father <sup>पिता</sup> tried to persuade them to stop the quarrel. 'What are you doing,' he said, 'quarrelling about such a little thing? What does one egg matter? Even if your neighbour did say an unkind word, you should show her how to say a better. Even if there has been a fight you should make it up. If you nurse your anger it will be worse for you in the end.'

But the younger folk would not listen. 'I never pulled the hair out from his beard,' said Ivan. 'He pulled it out himself. His son has torn my shirt and pulled the buttons off.' So Ivan also went to law. And so it went on. Every day there would be a fight or a quarrel and the children also used to join in. At first they would only abuse one another and then they began to rob one another. First Ivan would sue Gabriel and get him imprisoned or fined. Then Gabriel would sue Ivan, until the judges were tired of listening to them. And so it went on for six years. All the time the old man from his bed on top of the stove kept saying to them, 'What are you doing? You are acting purely from spite.' <sup>घृणा</sup> You shouldn't keep up this quarrel. It will be the worse for you.' But still they would not listen.

In the seventh year, at a marriage, Ivan's daughter-in-law accused Gabriel in front of everyone there of



horse-stealing. Gabriel had had too much to drink and gave the woman such a blow that she was in bed for a week. She was expecting a baby at the time. Ivan went to law again. He hoped that Gabriel would be sent away to Siberia, but the magistrate dismissed the case, for the woman showed no signs of injury. Then Ivan appealed to a higher court. He gave the clerk and Elder of the District Court a gallon of liquor and got Gabriel condemned to be beaten. When the sentence was read out in the court Ivan heard Gabriel say, 'He will have my back beaten. That will make it burn; but something of his may burn worse than that.'

When he heard that, Ivan went to the judges and said, 'Gabriel is saying that he will set my house on fire. He said it before witnesses.' But Gabriel denied it. 'I haven't said anything,' he said. 'You have the power to have me beaten, but why should I alone suffer?'

Gabriel trembled so violently with anger that the judges were afraid that he would do something foolish. The old judge tried to get the men to give up their quarrel. 'Be reasonable and make it up. Don't go on with this quarrel,' he said. 'Was it right of you, Gabriel, to hit a woman expecting a baby? You shouldn't have done that. Think what might have happened. You had better confess and ask his forgiveness and we will change the sentence.'

But Gabriel would not listen. 'I shall be fifty next year,' he said, 'and I have a married son. I have never been beaten in my life, and now that Ivan has had me sentenced

to be beaten, should I ask his forgiveness? Never! I will make him sorry.'

## LANGUAGE STUDY AND EXERCISES

### A. How to express habitual actions

*You have learnt that the Present Simple Tense is used to show habitual actions*

e.g. I eat my breakfast at 8 o'clock every day.

He always goes to work by bus.

I never stay out late.

*When we want to refer to actions that were habitual in the past but which no longer take place we use three different verb forms : (i) Simple Past; (ii) would and infinitive without to, e.g. 'would go'; (iii) used and infinitive with to, e.g. 'used to go'.*

*These are used in telling stories or describing something which happened in our own experience.*

**Note.** I used to do this—used is pronounced with an 's' sound.

I used your pen—used is pronounced with a 'z' sound.

### EXERCISE 1

*Read paragraph 3, and the paragraph beginning 'But the younger folk would not listen . . . .' Write out all the sentences which refer to habitual action in the past and underline the verbs.*

### EXERCISE 2

1. *Write a paragraph about the games that you used to play when you were younger, using would and used.*

2. *Write two paragraphs about the way people used to travel before there were trains and buses, using would and used.*



**Note.** Use some of the adverbs of frequency: usually, often, sometimes, never, rarely, etc.

### B. How to express obligation: 'should'

*In Form IV you learnt how to use must and ought. You learnt that there is a slight difference in meaning between the two. When I say, 'I ought to do this' I mean that I know it is the right thing to do. I am not saying whether I shall do it or not. Perhaps I will, perhaps I won't. When I say, 'I must do this' I mean I am going to do it.*

*should means the same as ought.*

*should is followed by the infinitive without to: I should go.*

*ought is followed by the infinitive with to: I ought to go.*

### EXERCISE 3

1. Read from 'Gabriel wrapped the hair ....' to the end of the lesson and find all the examples of should and should not.
2. Rewrite them, replacing should by ought.

### EXERCISE 4

*Write 5 things that people should do and 5 things they should not do if they want to be healthy.*

### C. Other uses of 'would' and 'should'

1. The past tense of will and shall in indirect speech

**e.g.** He said that he would show me a picture.

I said that I should be ready at 3 o'clock.

2. To express conditions

**e.g.** You would see this better if you wore glasses.

If I had more time I should learn typing.

3 *Used with like to express wishes*

e.g. I should like to come with you. (I want to come with you.)

He would like to ask you a question. (He wishes to ask ....)

4. *Would is used to express a polite request in the expression 'Would you mind .... ?'*

e.g. Would you mind passing me that book? (Please pass me that book.)

5. *Would is used as the past tense of will to show determination*

e.g. He had a very heavy cold but he would come. (He was determined to come.)

I asked him three times to stop talking, but he wouldn't stop.

6. *Should is used in clauses of purpose*

e.g. He went early so that he should get a good seat.

EXERCISE 5 (see C. 1)

*Rewrite the following in indirect speech (i) after He said or He asked, (ii) after I said or I asked*

1. I shall certainly help my neighbour.
2. I shall look for my egg later on.
3. The judge will send him to prison.
4. Shall I help him to take his horse to pasture?
5. Will any good come from going to court?

EXERCISE 6 (see C. 2)

*Complete the following*

1. I If he used more soap ....
2. If she left home earlier ....
3. If the buses were not so full I ....



4. If my parents allowed me I ....
5. If this month were April we ....
6. If you walked more quickly you ....

#### EXERCISE 7 (see C. 3 and 4)

*Replace the expressions in italics by others using would or should*

1. He *wants* to know when you are going to Bombay.
2. *Please* tell me the time.
3. He *wishes* to invite you to dinner one day.
4. *Please* let me know when you will be free.
5. I *want* to borrow a dictionary from you.
6. The Sports Secretary of P.C. School *wants* to know *when* we can play the football match.
7. *Please* lend me your notebook until to-morrow.

#### EXERCISE 8 (see C. 5 and 6)

*Fill in the blanks with would or should*

1. I told him it .... not rain, but he .... take an umbrella
2. She told me that I .... apologize but I .... not.
3. He took a bus so that he .... not be late.
4. They .... not stop working even though the bell had gone.
5. They worked on Saturday so that the work .... be finished.

#### D. Prepositions and Adverbs

*Read paragraphs 3, 4, 5 and 6 and find the following expressions*

(i) in neighbourly fashion, got in, in the cart, joined in;

(ii) spread out, drive it out, out of Gabriel's beard.

*In line (i) in appears four times, twice with nouns and twice with verbs. When it is used to introduce a phrase, e.g. in neighbourly fashion, in the cart, it is a preposition. 'Pre' means 'before'. It is in a position before a noun (with its qualifiers) or a pronoun.*

When it is used with a verb, without any nouns following, it is added to the verb. It is an adverb.

In (ii) out is used as an adverb twice and as a preposition once.

#### EXERCISE 9

Say whether the words in italics are prepositions or adverbs.

1. I'll get the egg later *on*.
2. He wrapped the hair *in* a piece of paper.
3. I never pulled the hair *out* from his beard.
4. He pulled it *out* himself.
5. He has pulled the buttons *off*.
6. The old man got *off* the stove.
7. The sentence was read *out in* the court.

#### EXERCISE 10

Make up sentences using the following first as prepositions, then as adverbs

in, on, up, down, out.

#### E. Articles

##### EXERCISE 11

Read paragraph 4. Point out the definite and indefinite articles and say why each is used

e.g. a very small thing. The small thing has not been mentioned before.

#### F. Indirect Speech

##### EXERCISE 12

1. Put the conversation between Gabriel's mother and Ivan's daughter-in-law into indirect speech. Use different introductory words.

2. Put the conversation between Gabriel and the old judge into indirect speech.



## PUT OUT THE FIRE WHILE THERE IS TIME (PART II)

It was late when Ivan reached home. He unharnessed his horse and went into his cottage. Only his old father was there. Ivan sat down and thought of the look on Gabriel's face when he heard the sentence and how pale he had gone. He thought of the disgrace and imagined how he would feel in Gabriel's place. Then he heard his old father cough and saw him climb down from the stove and drag himself to a seat. After he had been coughing for some time he cleared his throat and said, 'Well, has he been condemned ?' ५४९.

'Yes,' answered Ivan, 'to twenty strokes.'

'Ah,' said the old man, 'it's a bad business—not for him so much as for you. You're doing wrong, Ivan.'

'Think of the harm he has done me!' said Ivan. 'He nearly killed my daughter-in-law and now he is threatening to burn our house down.'

The old man said, 'You have been going about the world, Ivan, while I have been lying on the stove, so you think you see everything and I know nothing. You think that he has acted badly. You do not understand that a quarrel is not made by one person. If he were bad but you were good there would be no quarrel. Who pulled the hair out of his beard? Who dragged him to court? That's not the way his father and I lived. If he

had no flour one of the women would come and say, "We have no flour, uncle," and I would say, "Take what you need." If he had no one to take his horses to pasture I used to say, "Go, Ivan, and look after his horses." And he would do the same for me. But how have you been living these past seven years? And what have you been teaching your women and children? Why, the other day your Taras was swearing at neighbour Irena. Is that right? Is that what Christ taught us? If anyone curses you, keep silent. That's what He taught.'

Ivan was silent, and the old man went on.

'Think of what you have spent on this business. You should have been ploughing with your sons, but the devil has carried you off to the judge, and the ploughing has not been done in time. Why did the crops fail this year? What have you gained? Forgive him as God wishes you to, then life will be easy. Go at once to the court and put an end to this business, so that there shall be no more of it in the future.'

Ivan knew that the old man was right, but he did not know how to start.

'Don't put it off, Ivan,' the old man said. 'Put out the fire before it spreads.'

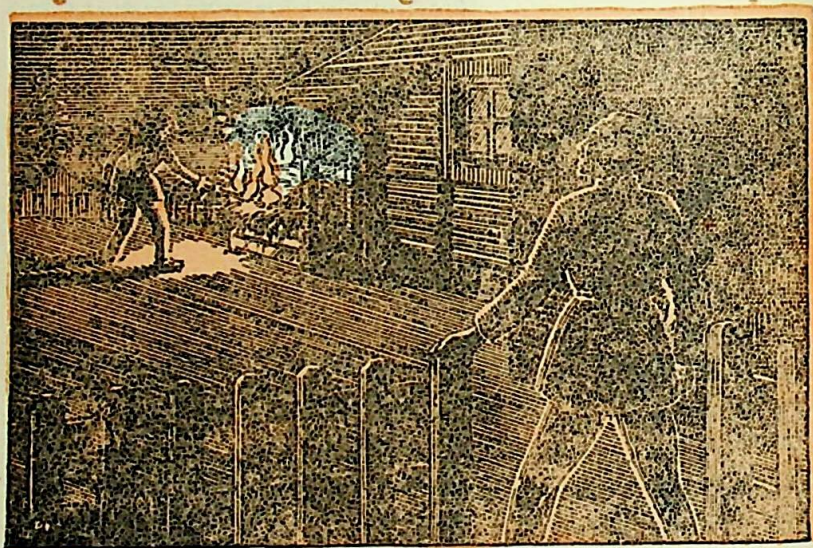
Just then the women came in fresh from a quarrel with Gabriel's household. They began telling how Gabriel was sending a petition to the Tsar and that his women were saying that soon they would have half of Ivan's homestead. Ivan gave up the idea of making peace with Gabriel. He went outside to tidy up, for a



farmer has plenty to occupy his time. He found a horse-collar that needed mending and was just going into his hut with it, when he heard Gabriel from the other side of the fence cursing someone. 'What the devil is he good for?' he was saying. Ivan turned and went into his hut with a frown on his face. His wife was getting supper, his daughter-in-law was spinning, his son was cutting up strips for bark shoes, and Taras was getting ready to take the horses to pasture for the night. His wife gave Taras a bowl of soup for his supper, and having eaten it he took some bread and butter, put on his coat and went out. Ivan went to see him off with the boys from other families. As he was standing there watching him go he remembered Gabriel's words: 'Something of his may burn worse than that.'

'Everything is very dry,' thought Ivan. 'He'll come up at the back and set fire to something.' The thought established itself so firmly in his mind that he did not go into his hut at once but crept quietly round the building. It was very dark and at first he saw nothing. When he got to the far corner near a gap in the fence he thought he saw a flash of light. He stopped and held his breath. No sooner had he stopped than something flamed up more brightly and in the glow he saw a man lighting a bunch of straw which he held in his hands. Ivan ran towards the place. Suddenly he saw that the roof was on fire and in the light Gabriel's figure could clearly be seen. 'Now I'll have him,' thought Ivan, and rushing towards Gabriel he seized his coat, calling out, 'Help!

Thieves! Murder !' Ivan thought that he had a firm hold of Gabriel, when something struck him on the head and knocked him senseless. When he came to his senses Gabriel was no longer there and he could hear a roaring sound. Turning, he saw that his hut was on fire.



'What is this ?' said Ivan. 'All I had to do was to pull it out and stamp on it ! What is this ?' he kept repeating. A large crowd collected but nothing could be done. The neighbours were carrying their belongings out of their huts, and driving their cattle out of their sheds. After Ivan's house, Gabriel's caught fire, and half the village



was burnt down. Ivan's old father was rescued. The family escaped in the clothes they had on, but everything else except the horses was lost—the cows, the fowls, the carts and ploughs, the women's clothes, their store of grain.

The fire lasted all night. Ivan kept repeating, 'What is this ? I need only have pulled it out and stamped on it.' In the morning the village Elder's son came to him.

'Daddy Ivan,' he said, 'your father is dying. He wants to see you.'

When Ivan's father was carried out of the hut in the night he was taken to the Elder's hut in a farther part of the village. Ivan found the old man lying on a bench looking towards the door. When Ivan went up to him the old man said, 'What did I tell you, Ivan ? Who has burnt down the village ?'

'It was he, father,' said Ivan. 'I saw him do it.'

'Ivan,' said the old man in a whisper, 'I am dying and one day you will have to die. Whose is the sin ? Before God say whose the sin is !'

Then at last Ivan understood. He fell on his knees before his father. 'Mine, father,' he said. 'Forgive me; I am guilty.'

The old man looked at his son.

'What must you do now ?' he asked.

'I don't know how we are going to live,' said Ivan.

'You'll manage,' the old man said, 'if you obey God's will.' He paused and said, 'Don't tell who started the fire, Ivan. Hide another man's sin and two of yours

will be forgiven.' The old man stretched himself out and died.

Ivan did as his father wished and told no one how the fire had started. Ivan and Gabriel stopped quarrelling, so their families stopped also. They even lived in the same house while they were rebuilding their homes and built next to each other instead of moving apart. They lived as good neighbours should, and Ivan remembered his father's command to quench a fire at once; and if anyone now does him an injury he tries to set it right, and if anyone uses bad words he tries to teach him better ones.

## LANGUAGE STUDY AND EXERCISES

### A. Sentence Study: Imperative and Prohibitive sentences

*Look at these sentences*

- (i) Go at once to the court.
- (ii) Take what you need.
- (iii) Go and look after his horses.

*These are all commands or imperative sentences. (i) is a simple sentence; (ii) is a complete sentence; (iii) is a compound sentence.*

*Now look at these*

- (i) Don't put it off.
- (ii) Don't tell who started the fire.

*These are negative commands or prohibitive sentences. They tell somebody not to do something.*



## EXERCISE 1

*Make a list of*

1. the commands and interrogative sentences in this lesson and Lesson 10.
2. the prohibitive sentences in the two lessons.

## EXERCISE 2

*Turn the following sentences which give advice into either imperative or prohibitive sentences*

e.g. You should stop quarrelling. Stop quarrelling.

1. Even if there has been a fight you should make it up.
2. You shouldn't hit the woman.
3. You should confess and ask forgiveness.
4. You shouldn't neglect your ploughing.

## B. Interrogative Words: Pronouns—Adjectives—Adverbs

### EXERCISE 3

*Make a list of all the questions in this lesson, placing them in three columns:*

(i) Inverted questions, that is, made only by the change in order. (ii) Questions with an interrogative adverb. (iii) Questions with an interrogative pronoun. In (ii) and (iii) underline the interrogative word.

e.g. Inverted questions	Interrogative adverb	Interrogative pronoun
Has he been condemned ?	How have you been living these past seven years ?	Who pulled the hair out of his beard ? What have you gained ?

*None of the questions in this lesson begin with interrogative adjectives, but we can change some of these into sentences beginning with interrogative adjectives*

e.g. Interrogative pronoun      Interrogative adjective

Who pulled the hair out of his beard ?      Which person pulled the hair out of his beard ?

What have you gained ?      What thing have you gained ?

*Here are some more :*

Whom did you see ?      Which person did you see ?

Whose is this book ?      Whose book is this ?

Which of these huts is yours ?      Which hut is yours ?

*A pronoun by itself is the subject or object of a sentence, but an adjective must always be followed by a noun.*

#### EXERCISE 4

*Change all the interrogative pronouns in the lesson into interrogative adjectives.*

*You will have to add person, thing or some other suitable word to some of them.*

#### EXERCISE 5

*Frame questions using (i) interrogative pronouns and (ii) interrogative adjectives to which the following are the answers*

1. Ivan's father was ill for many years.
2. He suffered from asthma.
3. Ivan saw Gabriel near his hut.
4. The book with the red cover is mine.
5. Ivan remembered his father's advice about quenching a fire at once.



### C. More about Pronouns and Adjectives

Study the following

#### Pronouns

This is a bad way of acting.  
Please give me some of  
*those*.  
I haven't *any*.  
He has *more* than I have.  
That's not the way I lived.

#### Adjectives

This way of acting is bad.  
Please give me some of  
*those* eggs.  
I haven't *any* bread.  
He has *more* land than I have.  
That way is not the way I  
lived.

*In the column with the pronouns the meaning is not very clear because we do not know what the pronouns refer to : Those what ? We have to know what came before if we are to understand them. The pronoun must refer to something or some person. It may refer to one word or it may refer to a number of ideas. When Ivan's father said, 'That's not the way his father and I lived', 'that' refers to many things—quarrelling, dragging to court, abusing and so on.*

*Words which can be used either as pronouns or adjectives are :*  
this, that, these, those  
some, many, much, more, a few, a little, less, the least,  
the most, the fewest  
each, another, the other

#### EXERCISE 6

*Say whether the words in italics are pronouns or adjectives, and say what each pronoun refers to*

1. Have you *many* oranges ? No, we haven't *many*, but I can spare you *some*. I sent *a few* to my sister last week.
2. To whom do *these* horses belong ? *This* belongs to my father, *those* belong to my uncle and *that* little one is mine.
3. He brought *some* presents for the children. He gave *each* child a pencil, a bag of sweets and a book.

4. Raman was shouting and stamping his feet. 'That is not the way to behave,' said his sister.

5. 'Shall we go for a picnic to-morrow?' asked Meera. 'That is a good idea,' said her mother.

#### EXERCISE 7

Use the following first as adjectives, then as pronouns  
several, another, more, the fewest, these, less

#### D. Indirect Speech

In Form III you learnt how to express commands in indirect speech. Remember that told, ordered, commanded and asked must all have an indirect object

e.g. He said, 'Go to the court.'

He told him to go to the court.

#### EXERCISE 8

1. Put the speech beginning 'Think of what you have spent . . . .' into indirect speech.

2. Put the last conversation between Ivan and his father into indirect speech.

#### E. Tense Study

##### *The Present Perfect Tense*

1. The Present Perfect Tense is used to express an action begun in the past but not associated with the past. When we use it we think of the present. When Ivan's father said, 'Has he been condemned?' he was thinking of Gabriel at the present time, not of what happened in court. The Present Perfect Tense is often used with adverbials of present time (now, this week, recently, just, already).

The Simple Past Tense is used with adverbs of past time : yesterday, last week, on Tuesday, this morning (speaking in the afternoon), a year ago, etc.



## EXERCISE 9

Fill in the blanks with the correct tense, either *Simple Past* or *Present Perfect*

1. I (buy) this sari last week.
2. He (give) me a beautiful present this week.
3. I (finished) digging the garden now.
4. When you (come) to school this morning?
5. (Read) you ever this story before?

2. *The Present Perfect Tense is also used to express an action which began in the past, continues into the present and is still unfinished*

e.g. He has been here since May (and will probably continue to be here).

She has worn that sari for four days (and may wear it longer).

*The Present Perfect Continuous Tense is used chiefly with adverbial phrases on time beginning with since or for or with phrases showing extension of time such as 'all the morning'*

e.g. He has been teaching in this school since 1946 (for ten years, since he came to Madras).

*Compare with* He taught in this school after 1946 (after he came to Madras, before he left Madras).

## EXERCISE 10

*Rewrite each of the following sentences twice, replacing the adverbial in italics by the adverbials given after each sentence and changing the tense*

e.g. School starts at 10 o'clock *to-day*. (a) for the last two years; (b) last year.

(a) School has been starting at 10 o'clock for the last two years.

(b) School started at 10 o'clock last year.

1. I am studying Hindi *now*. (a) last year; (b) since 1951.
2. He works very hard *every day*. (a) for ten years; (b) yesterday.
3. He is making a pair of bark shoes *at present*. (a) ever since he got up this morning; (b) a month ago.
4. He earns Rs 150 a month *now*. (a) until 1950; (b) for the last two years.
5. She *now* goes to the cinema once a week. (a) ever since I knew her; (b) last year.
6. I *often* hear her playing the veena. (a) several times recently; (b) yesterday evening.
7. Where are you staying *now*? (a) in March; (b) for the last month.
8. What are you growing in your garden *at present*? (a) this year; (b) after the rains.

## F. Punctuation: the Apostrophe (')

### EXERCISE II

1. Put the apostrophe in the right place in the following phrases  
 Johns book, the girls hair, all the dogs collars (*more than one dog*), the childs toy, the childrens toys, the ladys dress, the ladies dresses

2. Write out the short form of the following, putting the apostrophe in the correct place

I am not. He has not. I will. There are. She cannot. They will not. We have. You would not. I would. They do not.



## REVISION TEST 2

**A.** *Turn the following questions into indirect questions after 'He wanted to know . . . .*

1. How many villages are there in a development block ?
2. Why did Ivan's crops fail one year ?
3. What was the cause of the quarrel between the two families ?
4. Was Ross or Laveran the man who found out that mosquitoes cause malaria ?
5. Who was the more selfish, John Dashwood or his wife, Fanny ?

**B.** *Say how the verb to be is used in each of the following sentences*

1. Sri Jawaharlal Nehru is Prime Minister of India.
3. When are the results of the examination to be published ?
3. All library books are to be returned by Monday.
4. There are thousands of stars in the sky.
5. We are doing a revision test.
6. Our school was built fifty years ago.
7. The Taj Mahal is very famous.

**C.** *Add adverbials to the sentences below according to the instructions in brackets*

e.g. I watched the birds building their nests. (When ? Where ?)

Early in the morning I watched the birds building their nests in the trees.

1. Ross examined the bodies of mosquitoes. (How often ? Why ?)
2. Cottage industries are to be developed. (Where ? Why ?)
3. Gabriel set Ivan's house on fire. (How ? When ?)
4. The old man advised Ivan to make up the quarrel. (How often ? Why ?)
5. I go for a walk. (When ? Where ? Why ?)

**D. Change the following statements into exclamations**

1. The wind is cold.
2. That is a very ugly colour.
3. He speaks loudly.
4. She works very hard.
5. He is an unselfish man.

**E. Make the following statements more emphatic by adding suitable emphasizing adverbs**

1. Some people are lucky.
2. I cannot finish all this work in half an hour.
3. She sings very beautifully.
4. I will come and see you next week.
5. Frederick was an ambitious man.

**F. Put the following statements into (a) the interrogative, (b) the negative and (c) the Present Continuous Tense where allowed. (Omit the adverbial when the Continuous Tense is used.)**

1. I have my breakfast at 8 o'clock every day.
2. He has fever to-day.
3. She has a great deal of jewellery.
4. Doctors have to treat many kinds of diseases.
5. I have my house whitewashed every year.

**G. Insert only in the sentence below to give the various meanings listed**

The teacher spoke to the Headmaster about Mohan's bad work.

1. The teacher spoke to no one else.
2. The teacher spoke about no one else's work.
3. No one but the teacher spoke to the Headmaster.
4. The teacher did not write or telephone.
5. He did not speak about Mohan's mischief or rudeness.



H. Join the following sentences to make complex sentences by turning one or more of them into adjective clauses

1. The man is driving a red car. He bought the car last week.
2. The boy is talking to the teacher. He is the cleverest boy in the class.
3. The girl has gone to get a drink. I am holding her bag.
4. I met that man yesterday. He has given me a pen. The pen leaks.
5. There is a germ. It is found in the blood of people. Those people have malaria.

I. Fill in the blanks with *should* or *would*

1. When I was younger I .... always ask my big sister to do my hair.
2. You .... always do what your teacher tells you.
3. He told me that he .... be at my house at 3.0 p.m.
4. I thought that I .... tell you that I .... be late.
5. If we had more time we .... go to the cinema oftener.
6. He .... like to have a look at your newspaper.

J. Say what part of speech each of the words in *italics* is

1. A ball is *round*.
2. She stood up and turned *round*.
3. He walked *round* the tree.
4. He took his hat *off*.
5. The bottle fell *off* the wall.
6. Jill came tumbling *after*.
7. Please come *after* 4 o'clock.
8. Please *post* this letter.
9. He put the letter in the *post*.
10. He took it to the *Post Office*.

**K.** Turn each of the following imperative sentences into (a) prohibitive sentences, (b) sentences giving advice

1. Come to school early.
2. Pour away standing water.
3. Help other people.
4. Tell the truth.

**L.** Rewrite the sentences in K, and also each of your answers, in indirect speech after 'I said ....' or 'I told him ....'

**M.** Rewrite each of the following sentences twice, replacing the adverbial in *italics* by the adverbials given after each and changing the tense

1. I am cleaning the room *now*. (a) yesterday; (b) just.
2. He knows me very well *already*. (a) for five years; (b) when I was a child.
3. Meera is learning music *at present*. (a) until she came to Madras; (b) since she was ten years old.
4. A new kind of rice is *now* being produced. (a) this year; (b) two years ago.

**N.** Fill in the blanks with suitable pronouns

1. Can you lend me some money? I haven't .... with me, but I can lend you ....
2. I don't like these shoes very much. Please show me some ....
3. I have brought some oranges for the children. Please give them two ....



## NEW AND BETTER FOOD

Mary was a little English girl who lived in London. She had never been to the country and had never seen a cow, for in England cows do not walk about the city streets as they do in India. Every day the milkman left one or two bottles of milk at her house. This milk came up by train from a farm in the country every day. It travelled in large containers and arrived at the station early in the morning. Men from the dairy collected it from the station, took it to the dairy, put it into bottles and delivered it to their customers. Some of the milk, also in bottles, was delivered at this little girl's school, for all children in England have milk at school. One day the teacher asked Mary, 'Where does milk come from?' What do you think Mary answered? 'Out of a bottle.' Of course, you would have answered, 'From a cow.'

Does all milk come from cows? 'No,' you will answer, 'some comes from goats, some comes from buffaloes.' Suppose your teacher asks you if milk can come from a plant, what will you answer? Perhaps you will have heard that milk can be prepared from groundnuts. It costs about one-third the price of cow's milk. It gives very good cream, curds and buttermilk. Experiments in making this vegetable milk have been carried out at the Central Food Technological Research

Institute at Mysore. In some countries milk is prepared from soya beans, but groundnuts are used more widely in India. What does this vegetable milk taste like?

ಉತ್ತರ: The flavour is almost exactly the same as that of animal milk. Many people cannot tell the difference between them. A well-known business firm has started producing this milk commercially. Soon more firms will be making it, and by degrees there will be enough cheap milk for everybody.

This is only one of the interesting experiments that have been carried out at the C.F.T.R.I. Not only have they produced an artificial milk, but they have also made a substitute for rice. This is made from 15 parts of groundnut flour and 85 parts of flour made from tapioca roots. It tastes like rice and looks like rice, for the rice grains are manufactured from the flour by a special machine. Tests show that both these substitute foods are as nourishing as the real substances. ಜೋಡಿಸುವುದು

Workers at the Institute have prepared foods and commercial products from parts of plants that have never been used before. They have made starch from the stem of the banana plant after the bunch of fruit has ripened and been cut off. A substitute for sugar has been produced from the agave. This is the plant that is often planted as a fence by the side of railway tracks. It has long, tough, pointed leaves with thorns at the edge. They are grey-green in colour. The white flowers grow down a very tall stem. You will have seen this plant quite often. When the lower part of the stem of this



दूध का रस  
plant is crushed a thick sweet juice comes out. When this is purified it can be used instead of sugar. It is a thick, sticky liquid and will not turn into grains as the juice of the sugar cane does.

You will all have seen dried milk. You will also know that if the milk powder is kept in tins it stays fresh for some time. Milk powder is real milk without the moisture which makes it into a liquid. Liquid milk is made by adding water. This milk goes sour, just as fresh milk from the cow does, if it exposed to the air. If we wish it to remain fresh we have to keep it in an ice-box. Dried milk keeps fresh much longer provided that we keep the tin tightly closed. We can make just the quantity of liquid milk we need, so none need go sour. Other foodstuffs, such as fruits and vegetables, can also be dried. They are exposed to the hot sun or some artificial heat and the moisture is driven off. When they are needed for food, water is added and they are ready. The Institute has also prepared a soup powder. When boiling water is added to this a very good soup is produced.

The Institute has experimented with other ways of preserving fruits and vegetables. When fruit ripens in large quantities at the same time a lot of it rots and is wasted. If this extra fruit is canned, or tinned, it can be enjoyed at other seasons of the year. Tinned fruit has often a more delicate flavour than fresh raw fruit. Tinned jack-fruit is one of the new productions of the Institute. Vegetables are sometimes preserved in salt

and water, or are made into chutneys. Some very tasty preparations have been made from tender bamboo shoots.

Foods specially suitable for invalids have also been prepared. Such people need foods that are easily digested and are rich in nourishment. Greasy foods or fried foods are not, as a rule, very digestible. The Institute has produced a nourishing tonic food and tonic wines well suited to the needs of invalids.

These are only some of the projects undertaken by the C.F.T.R.I. All Indians should be very proud of the work that is done there. Many of the products are as good as any that is imported from abroad. When these substances can be produced in India a great deal of money is saved for the country. It has been found, for example, that a very good quality of vanilla essence can be prepared from Indian vanilla beans.

If you are interested in this you can read about the activities of the Institute in the review which is published every month.

समाप्त १५७

## LANGUAGE STUDY AND EXERCISES

### A. Active and Passive Verbs

#### EXERCISE I

*Make a list of all the verbs in paragraphs 2, 3 and 4 and say whether they are in the active voice or the passive voice. Remember that verbs formed with can, may, must, etc. may be active or passive*

e.g. He can move—*active*. He can be moved—*passive*.



## EXERCISE 2

*Write the verbs given in brackets in either the active or passive voice in any suitable tense*

1. Many plants (grow) for the sake of food.
2. Some farmers (plant) the agave round their fields.
3. Dried milk (produce) by driving off the moisture.
4. Yesterday, a singing competition (hold) at our school.
5. Nowadays many new High Schools (open). (*Use a continuous tense*).
6. Can milk (make) from plants ?
7. I (attend) this school since I was ten years old.
8. Rich greasy foods (not digest) easily.
9. The work of tidying the cupboard (undertake) by Kamala.
10. I (keep) my saris in a box but my mother's saris (keep) in a cupboard.

### B. The uses of the verb 'to do'

1. *Meaning perform or carry out*  
e.g. I do my homework before I come to school.  
He does his shopping every evening.
2. *To show emphasis*  
e.g. I do like sweets. (I like sweets very much.)  
I did go. (I certainly went.)
3. (a) *To make the question form of the Present and Past Simple tenses*  
e.g. Do you know where your teacher is ?  
Does your youngest sister go to school ?  
Did Mary know where milk comes from ?  
(b) *To make the negative forms of these tenses*  
e.g. I do not know where my teacher is.  
My youngest sister does not go to school.  
Mary did not know where milk comes from.

4. *As a substitute for other verbs, or verbs + adverbials.*

*Look at this sentence*

In England cows do not walk about the city streets as they *do* in India.

*The verb do in the subordinate clause stands for* walk about the city streets.

*Look at the last sentence in paragraph 4:*

It is a thick, sticky liquid and will not turn into grains as the juice of the sugar cane *does*.

*Does stands for* turn into grains.

*There is another example in paragraph 5. Find it.*

EXERCISE 3

1. *Pick out from the lesson examples of interrogative and negative sentences using do.*

2. *Change the following into (a) interrogative sentences, (b) negative sentences, (c) negative interrogative sentences (e.g. Don't you know where my teacher is?)*

(i) The milkman left one or two bottles of milk at her house.

(ii) Children in England have milk at school.

(iii) This substitute rice tastes like rice.

(iv) Dried milk stays fresh for some time.

(v) The workers preserved some vegetables in salt.

(vi) Ivan hid the name of the person who started the fire.

(vii) We like fresh fruit better than tinned fruit.

(viii) I want to go to Mysore.

EXERCISE 4

*Say what the do, does, or did in italics stands for*

1. I have not written to my brother for some time, but when *I do* I will tell him I have met you.



2. He does not often go to the cinema, but when he *does* he always goes in the cheapest seats.

3. My mother often made cakes on a Friday, and whenever she *did* we always watched her.

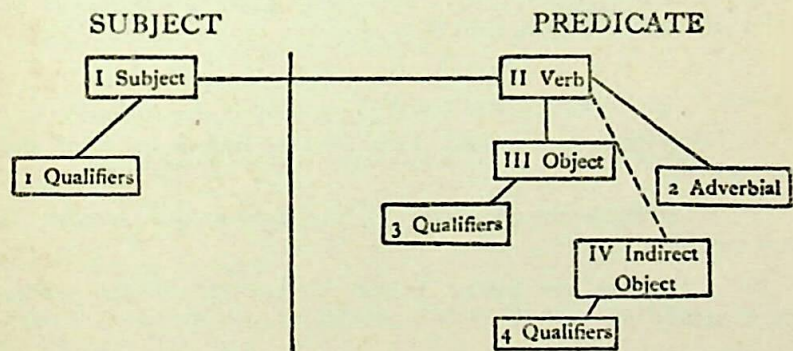
### EXERCISE 5

*Complete the following, introducing the verb do (does, did) as a substitute*

1. I do not at present study Hindi but ....
2. She hardly ever speaks to me but ....
3. The tonic foods produced at the Institute give as much nourishment as ....
4. I went swimming once a week as a child and .... my cousin.

### C. Sentence Construction

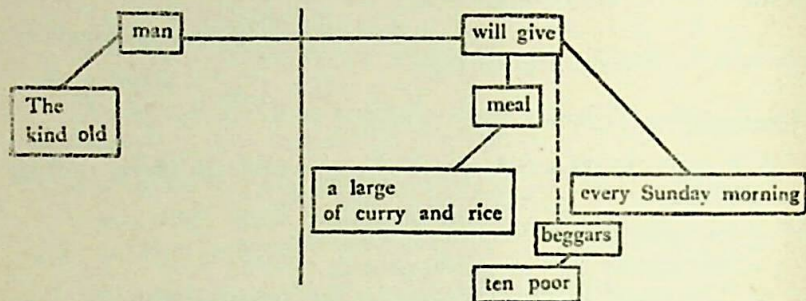
*This is a diagram of a fairly long simple sentence :*



*This is the sentence*

Every Sunday morning the kind old man will give ten poor-beggars a large meal of curry and rice.

Now let us put the sentence into the diagram :



This diagram shows how the different parts of a sentence are related to each other. In the next few lessons you will learn how to make diagrams of sentences. You learnt in the lower forms how to divide sentences into Subject and Predicate. The words man will give beggars meal are the most important. They are in the boxes marked I, II, III, IV. The words which go with each of these are marked 1 (goes with I), 2, 3, 4.

#### Notice

(i) Everything to the left of the centre line is part of the subject.

(ii) Everything to the right of the centre line is part of the predicate.

(iii) Qualifiers are placed below to the left of the words they qualify.

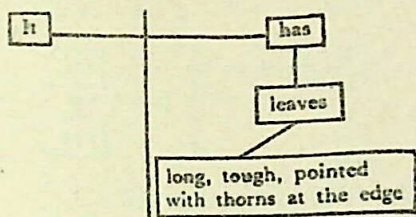
(iv) Adverbials are placed below to the right of the verb to whose meaning they add.

(v) The indirect object is connected to the verb by a broken line.



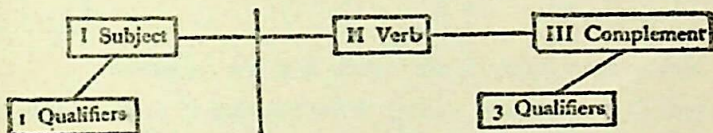
*All sentences do not have all these parts. We will begin with simple ones.*

It has long, tough, pointed leaves with thorns at the edge.

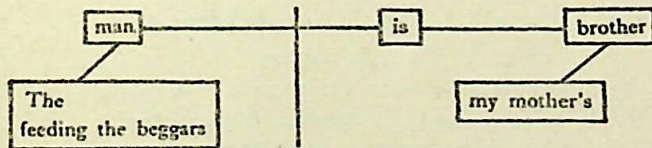


*It has leaves are the important words.*

*Here is another pattern :*

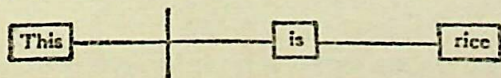


*'The man feeding the beggars is my mother's brother.*

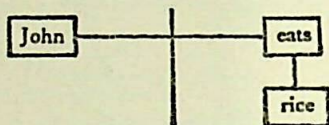


*The subject and the complement refer to the same person or thing.*

*Here is a very simple sentence :*

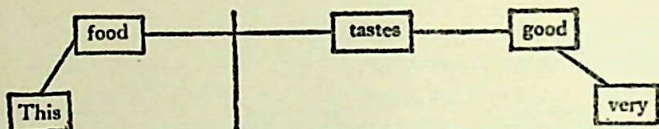


*This and rice refer to the same thing, so they are put in the same line. But the subject and object are never the same thing or person.*



*There is another kind of complement:*

**This food tastes very good.**



*Note. good refers to this food, so it is a complement.*

*very is an adverbial adding to the meaning of good, so it is placed to the right of the complement.*

#### **EXERCISE 6**

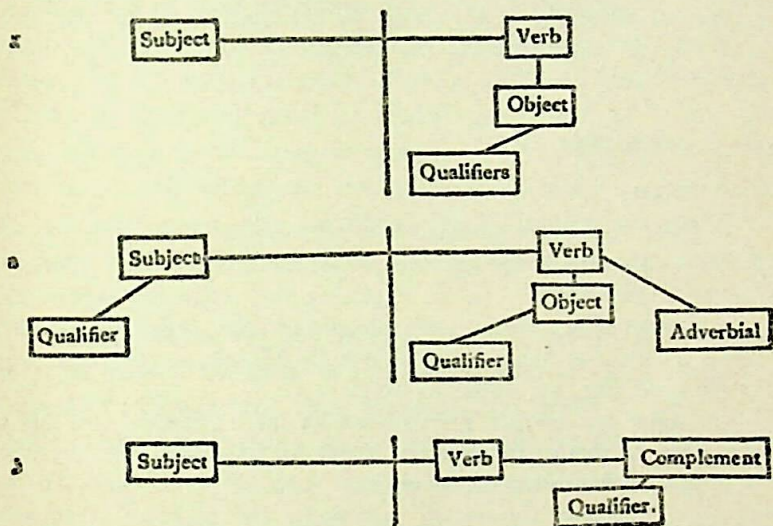
*Make diagrams for the following sentences*

1. They are grey-green in colour.
2. You will all have seen dried milk.
3. The Institute has prepared a soup powder.
4. Tinned jack-fruit is one of the new productions of the Institute.
5. Every day the milkman left one or two bottles of milk at her house.
6. It gives good cream, curds and buttermilk. (4 words in the object.)
7. You can see the agave growing by the railway tracks.
8. The teacher gave Mary a bottle of milk.



## EXERCISE 7

Make up three sentences for each of the diagrams given below. Remember that qualifiers can be words (Lesson 1), phrases or clauses.

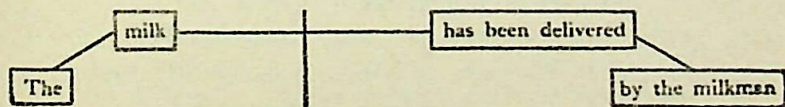


## EXERCISE 8

1. Find all the simple sentences in paragraphs 1 and 5. Say which have objects and which have not.

2. Break up the compound and complex questions in paragraphs 2 and 6 into their different clauses. Say which of the clauses have objects.

Notice that there are no objects after verbs in the passive voice.



*Some verbs never have objects, for example, go, come, sit, stand, fall, so these verbs can never be used in the passive voice.*

*The actions in these verbs are not actions which affect another person or thing, e.g. I go to school—the school is not changed or affected. I lifted the box—the box is affected. When we turn a sentence from the active voice to the passive voice the object of the active verb becomes the subject of the passive verb : The box was lifted.*

#### D. Prepositions

##### EXERCISE 9

1. *Write out four phrases from the lesson containing the preposition at, ten containing the preposition in, and six containing the preposition from.*

2. *Learn the correct prepositions in the following phrases : at 10 o'clock, at once, on Monday, in March, during last week, in the evening, at night, in 1946.*

3. *Learn the correct prepositions in the following phrases: at 29, Church Street, in Church Street, in Madurai, at the station, at home, at the door, in the room.*

##### EXERCISE 10

*Fill in the blanks with the correct prepositions*

1. I collected my clean clothes .... the dhobi's house.
2. I live .... 17, Baker's Lane.
3. My mother is .... home now.
4. The school is closed .... May.
5. Thieves are often very busy .... night.
6. Milk can be made .... groundnuts.
7. .... what street do you live ?
8. Will you come to see me .... Wednesday ?
9. The train arrives .... the station .... 8.30 a.m.
10. Some boys get their mid-day meal .... school.



## THE CHILD IS FATHER OF THE MAN

The title of this lesson is a quotation from an English poem. When you first hear it, it does not seem to make sense, but if you think about it you will see what it means. It means that the kind of children, we are, decides the kind of grown-up people we shall be. If we learn to love the truth when we are young we shall grow up to be truthful men and women. If we learn to love our country while we are still at school we shall try to serve her when we have left school.

In this lesson we are going to read something about the childhood of two of India's great leaders and try to find out if it is true that 'the child is father of the man'.

What do we know about the childhood of Gandhiji? Mohandas Gandhi was the youngest in the family and was very fond of his parents. When he was quite young he heard the story of Shrivana and how he sacrificed his life to take care of his parents. He made up his mind to try to follow Shrivana's example. He was a quiet, reserved boy, and did not make friends easily, so instead of playing with other boys after school he would go straight home as fast as he could to his parents. In spite of that, everyone liked him at school. He was an honest, truthful boy, more honest than his teacher! One day, when the Inspector came to the school and was giving the boys a spelling test, the teacher made

signs to the boys to copy from one another, but Mohandas did not understand what the teacher meant, so he was the only one who made any mistakes. The story of Harischandra, who never told a lie, was a great favourite with Mohandas. When he grew up, loyalty to the truth was one of his ideals, and you can see how he began to practise it in his childhood.

As he grew older he became less reserved and made friends with some of the boys in his class. Some of these friends tempted him to do things that his parents would have forbidden. Many young people at that time thought it was rather grand to imitate the customs of the Englishmen. Mohandas's greatest friend was strong and courageous. He seemed to be afraid of nothing. Mohandas was nervous and was rather frightened of the dark and snakes and evil spirits. His friend said it was because he did not eat meat and told him that his fears would go if he ate meat. So one evening they met at a lonely place and his friend made him taste some meat. He did not like it at all. He choked over it and then, as soon as he had swallowed it, he was sick. He was disgusted with the taste. His friend, however, made him try again a few days later, and he soon began to like it. But when he thought how he was deceiving his parents he was miserable and after some time stopped eating meat. Something of the same kind happened when he started smoking in secret.

Then one day something more serious happened. Mohandas's elder brother was in debt and Mohandas



wanted to help him. He stole a piece of gold from his brother's gold armlet one day and gave it to the person to whom his brother owed the money. But his conscience made him very unhappy and at last he could endure it no longer. He wrote the whole story in a letter to his father and put it into his hand. He thought it would make his father very angry, for he was a quick-tempered man, but his father read the letter and said nothing at all. The mild, loving way in which his father dealt with him made a great impression on the boy, and when he grew up he both practised and preached the principle of conquering by love. Not very long after this Mohandas's father died.

When he was ready to go to college his mother and elder brother asked the advice of a Brahmin priest who was an old friend of the family. He suggested that Mohandas should be sent to England to study law. This was a great adventure, for very few Indians crossed the seas in those days. His mother was afraid that he would get into bad ways so far from home, but he promised her that he would never drink wine nor eat meat while he was away. While he was in England some of his new friends tried to make him break his promise but he resisted all temptations to do so. Perhaps his childhood experiences helped him.

Now we must turn to the childhood of Nehruji. In many ways it was very different from that of Gandhiji. Instead of being the youngest in the family he was the eldest and, for many years, the only child. He loved his

parents dearly, but he was rather afraid of his father, for he was a quick-tempered man. When Jawaharlal had been naughty he would take refuge with his gentle mother and she would sometimes shield him from his father's anger. When he was five years old he took one of his father's fountain pens. When his father found this out he beat him very severely. Jawaharlal never forgot this, for when he wrote the story of his life later on he told this story.

He had a rather lonely childhood. All his cousins were much older than he. He used sometimes to sit and listen to them talking about politics and how India was ruled by a foreign power. He heard many stories from his teacher, Munshiji, from Indian history, and was proud when he heard of the brave deeds and the glories of the past. When he listened to the grown-ups talking he heard them talking about reforms and the ways in which India could have democratic rule, for his father was a member of the Congress, and his Congress friends were frequent visitors at the house.

Although Jawaharlal's father wanted India to be independent he had a great admiration for the English, and hired English teachers for his son. From Mr Brooks he learnt to love English literature, and he read a great many books. When he was fifteen years old his father took him to England and put him into a famous school there which only the children of the rich attend. He had brought his wife and little daughter also with him, and when Jawaharlal was in school they took a



holiday in Europe and then sailed back to India leaving him behind.

This was the first time he had been away from home and at first he was not at all happy. English boys seemed very uninteresting to him. They paid much more attention to sports than to what was happening in the world. Jawaharlal learnt to play cricket but he really preferred reading the papers and talking about current events. One day, when the teacher asked the class who had been elected in the recent elections, Jawaharlal, the boy from India, was the only one who knew ! He had learnt to take an interest in these things from his father. After he left school he went to college for three years and then took up the study of law in London. During his holidays he travelled in Europe and saw how the peoples of the different countries lived and were governed. So when he returned to India he was full of ideas for his country and longed to put them into practice. You all know how he has tried to do that.

## LANGUAGE STUDY AND EXERCISES

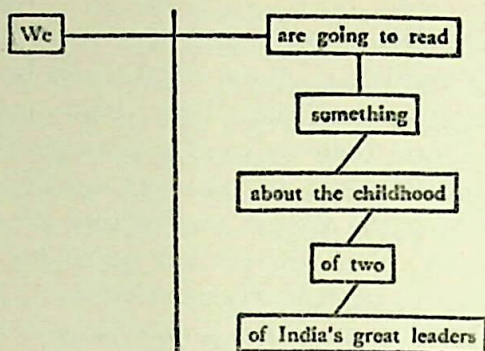
### A. Prepositions

1. *You studied some prepositions in the last lesson.*

*Remember that a preposition works with a noun, pronoun or noun substitute to form adjective and adverb phrases. Sometimes an adjective phrase qualifies a word in another adjective phrase*

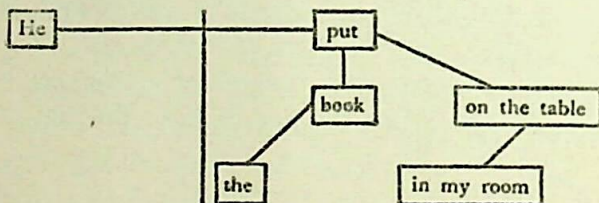
e.g. We are going to read something about the childhood of two of India's great leaders.

*In this sentence there are three adjective phrases. If we make a diagram of this sentence it will be like this:*



*Sometimes an adjective phrase qualifies a word in an adverb phrase*

e.g. He put the book on the table in my room.



## EXERCISE I

*Make a list of all the adjective and adverb phrases in paragraphs 3, 4, 7 and 8 and say which word each qualifies or modifies.*

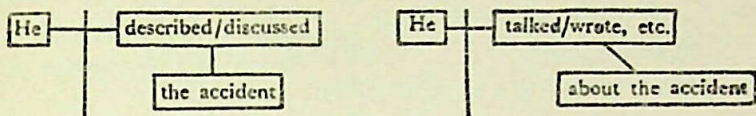
### 2. Special points

#### (i) about

*We think about, talk, speak, ask, read, write, wonder about something, but we do NOT describe about or discuss about.*



He described the accident. We discussed the problem.



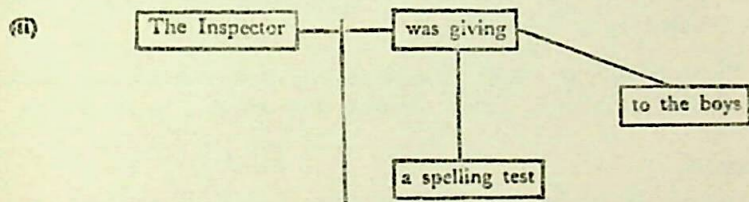
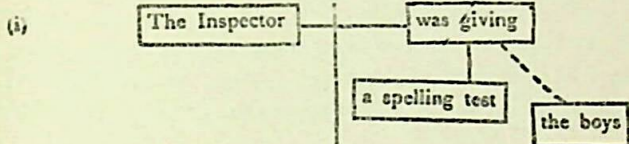
(ii) to

*Compare these two sentences*

The Inspector was giving the boys a spelling test.

The Inspector was giving a spelling test to the boys.

*Here are the diagrams of them. (Subject and object are not divided into noun and qualifier.)*



*Some verbs are followed by either an indirect object or an adverbial phrase beginning with to*

e.g. give, write, read, show, pass, hand, tell, promise

**Note 1.** *say and reply can be followed only by an adverbial phrase with to:*

I said to him that ....

I replied to his letter.

I replied to him.

NEVER

NEVER

NEVER

I said him that ....

I replied his letter.

I replied him.

Note 2. *tell and inform must be followed by an indirect object when they introduce indirect speech :*

I told him that. . . . NEVER I told that . . . .  
but I told the story to your father.

Note 3. *answer takes a direct object.*

I answered him. NEVER I answered to him.

## EXERCISE 2

*Replace the adverbial phrase in italics by the indirect object where possible*

1. Will you please pass the soap *to me* ?
2. I said 'Good morning' *to him*.
3. I read what I had written *to my father*.
4. I promised a new watch *to him*.
5. He replied *to my letter* after three weeks.

## 3. Compound Prepositions

*instead of, in spite of*

*These groups of words do the work of a preposition. Do not try to break them up. Study the way they are used in the lesson.*

## EXERCISE 3

*Fill in the blanks with instead of, in spite of, in front of, on the side of, because of, at the back of or for the sake of*

1. The teacher stands . . . . the class.
2. The biggest boys usually sit . . . . the class.
3. . . . his cold he came to school.
4. By mistake the teacher punished Gopal . . . . Krishnan.
5. There are paths . . . . the road in towns.
6. Gandhiji worked hard . . . . his country.
7. He passed his examination . . . . his hard work.
8. He played with his friend . . . . doing his homework.



#### EXERCISE 4

Use each of the compound prepositions in the previous exercise in sentences of your own.

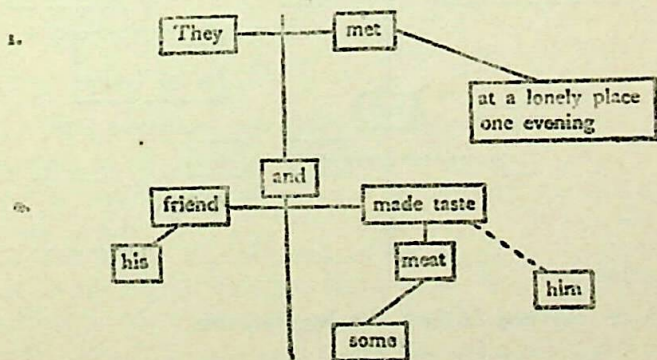
#### EXERCISE 5

Fill in the blanks with suitable prepositions where necessary

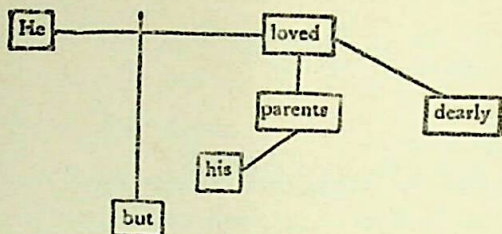
I got a letter .... home yesterday .... 9 o'clock .... night. It was sent .... express delivery as it was important. It was written .... my father and told .... me that he would be arriving early .... the next morning and wanted me to meet him .... the station. I got up early, put .... my clothes and went .... the house. .... the way .... the station I noticed many poor people sleeping .... the road. I thought, 'How terrible to sleep there .... sleeping .... a house. They have to do this .... their poverty.'

#### B. Sentence Construction—Compound Sentences

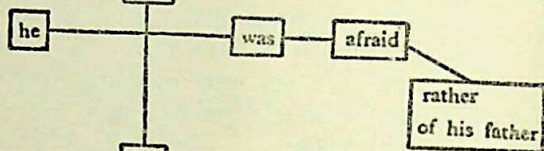
In the last lesson we studied the diagrams of simple sentences. Here are two diagrams of compound sentences :



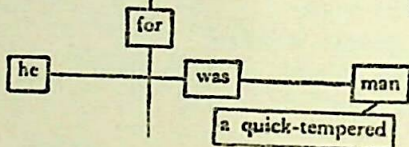
1.



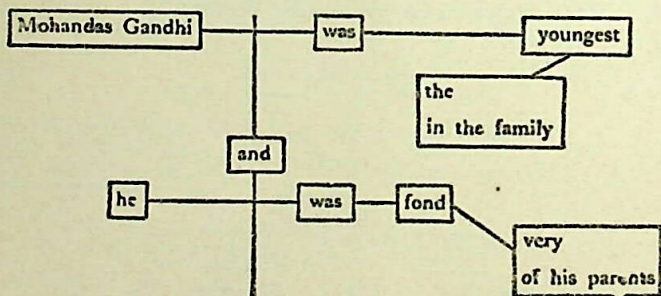
2.



3.



*Sometimes the subject of the second or third clause is not given and we must add it:*



## EXERCISE 6

*Make diagrams of the following sentences*

1. I like coffee but my friend likes tea.
2. I went into the garden and saw many monkeys on the trees.



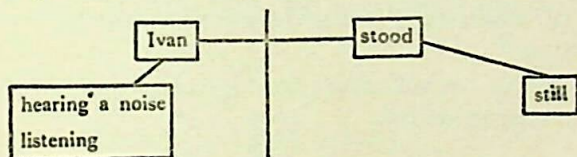
3. Ivan heard a noise so he stood still and listened.
4. He was a quiet, reserved boy and did not make friends easily, so instead of playing after school he would go straight home. (not is an adverbial.)

*We can sometimes change compound sentences into simple sentences by changing some of the verbs into participles. This means that we change clauses into phrases.*

*Sentence 2 in Exercise 6 can be changed like this :*

Going into the garden, I saw many monkeys on the trees.

*Sentence 3 becomes* Hearing a noise, Ivan stood still listening.



*Sentence 4 becomes* Being a quiet reserved boy and not making friends easily, he would go straight home instead of playing after school.

*Sentence 1 cannot be changed.*

## EXERCISE 7

*Change these compound sentences into simple sentences*

1. He went to the door and looked outside.
2. Mohini had no money so she borrowed some from her friend.
3. I looked in my bag and found my friend's pen there, so I took it to his house. (2 *participle phrases* joined by and)
4. Jawaharlal read the newspapers, so he knew the results of the election.
5. Mohandas was nervous and was rather frightened of the dark and snake and evil spirits.

### EXERCISE 8

*Change these simple sentences into compound sentences*

1. Going to his father he put the letter into his hand.
2. Having asked the teacher's permission I went home half an hour early.
3. Being the only child for several years Jawaharlal had rather a lonely childhood.
4. Having eaten my dinner and changed my clothes I went to the fair.
5. Coming into the room I noticed my father waiting for me.

### C. Special verbs: 'make' and 'take'

(i) *Find examples of the following in the lesson and learn how they are used*

make up one's mind, make friends, make signs, make a mistake, make an impression on.

*Look at these tables*

I	made	him	dance,
He		you	sing,
We		all of	work,
They		them	etc.

I	made	him	unhappy,
He		her	proud,
We		us	excited,
You			etc.

### EXERCISE 9

*Complete the following sentences using made in one of the above idioms*

1. No one .... with the new boy so he was very lonely.
2. If you .... you should always admit it instead of trying to hide it.



3. The teacher praised the boy and .... very proud.
4. When Gandhiji heard of the troubles Indians were having in East Africa he .... to help them.
5. The young man .... the manager so he was given the job.
6. The pupils had thrown a lot of paper on the floor so the teacher ....

(ii) take

*Study the way in which these are used in the lesson*

take refuge, take a person or thing to a place, take a holiday, take an interest in, take up.

#### EXERCISE 10

*Put each of the 5 uses of take given above in sentences of your own.*

## 14

### KINDNESS REWARDED

Old Philemon and his wife Baucis lived in a little cottage on the slope of a hill in Greece many years ago. Their cottage was a short distance from a village which lay in the hollow at the foot of the hill. Philemon and Baucis were quite poor and had to work hard, but they lived simply and had enough for their few needs. ०६.३५

Baucis <sup>बैपास</sup> baked bread from the corn which Philemon grew. They had a cow which supplied them with milk and butter, a few fowls which gave them eggs, bees from <sup>बैपास</sup> which they got honey, while behind the cottage was a small garden with rows of vegetables. Although they

were poor, they were two of the kindest people who ever lived. No stranger was ever turned from their door, and they would rather go hungry themselves than refuse a piece of bread or a cup of milk to anyone who needed it.

In this they were very different from the people of the village. The people who lived there had no pity for the poor and treated any traveller who was at all plainly dressed very badly, setting their dogs on him and even throwing stones at him.

लकड़ी का लट्ठा  
One evening, at sunset, Philemon and Baucis were sitting outside their cottage on a seat made from a large log of wood. The day's work was over. They had eaten their simple supper of <sup>खाने के लिए</sup> brown bread, vegetables and milk, and now Baucis was busy with needle and thread mending some of her husband's clothes. It was a beautiful calm evening and the sounds from the village could be heard clearly in the still air. They could hear the dogs barking and children shouting.

दो लोग  
'I am afraid our neighbours are driving some poor traveller out of the village again,' said Philemon. He looked down the hill towards the village and saw two men walking up the steep hillside towards their cottage.

'Go and prepare supper for them, wife,' he said. 'I will go and meet them and bring them here.'

'There is very little food left,' said Baucis. 'There is just a little milk in the pot and enough bread for a few slices. But I will get ready what there is. If only we had not eaten so much for our supper !'

So she went into the cottage while Philemon walked



down the hill to meet the strangers. The elder of the pair was a tall, distinguished-looking elderly man, the other a younger, active, lively man. They were dressed in coarse, simple clothes and looked as if they had little money. This was why the children and dogs had behaved so badly towards them. You may be sure that if they had looked like people of rank they would have been treated very differently.

When Philemon looked more closely at the strangers he noticed something curious about the dress of the younger man. He walked very lightly, and at times it seemed as if his toes hardly touched the ground. And what a curious pair of shoes ! Were there really wings on his shoes or was the half-light of evening playing tricks with Philemon's eyes ? And what was that strange rod he carried ? There were snakes cut out of wood at the top of it. But were they wooden or were they alive ? Philemon could have sworn that he saw them twisting about. However, he said nothing about this, but spoke to the two men.

'Welcome,' he said. 'Won't you come and have some supper in my cottage ? My wife is getting it ready for you.'

'Thank you,' replied the younger man. 'We shall be grateful for that after the bad reception we have had in the village. Why do you live near such bad people ?'

'Perhaps I am here to make up for the unkindness of my neighbours,' said old Philemon. 'I am afraid

that I can offer you only a poor meal, but you are very welcome to that.'

And talking in this fashion they came to the little cottage, where Baucis had already set the table for supper. The older man looked round the cottage and noticed how neatly it was kept. The walls and floor were bare but beautifully clean. There were a few bundles of <sup>మొదలు</sup> hay for the cow piled up neatly in the corner beside the <sup>కావడా</sup> spade, <sup>మొక్కబావల</sup> fork and <sup>బుర్ర</sup> rake which Philemon used in his garden. And from the window he could see the carefully tended vegetable <sup>కావడా</sup> patch. A few of the vegetables from this garden were cooking on the fire. While they were waiting for supper the strangers talked to Philemon and Baucis.

'Was there not once a lake where now the village stands?' asked the older man in a deep voice, that reminded Philemon of the roll of thunder. నల్లనదు ప్రళయం

'Not in my day,' said Philemon, 'nor even in the time of my grandfather. I have never heard anyone speak of a lake there.' ఏమిటి

'If the inhabitants show so little kindness it might be better if there were a lake instead of a village there, once again,' said the stranger; and again, as he spoke, Philemon seemed to hear the roll of thunder. Then he asked Philemon about his life, and the good old man told him how happily they lived, although they had so little. He said that their only wish was that they should die on the same day.

By this time the vegetables were cooked. Baucis



set them on the table with the remains of the <sup>खान</sup>loaf, the butter she had <sup>चुप</sup>scraped out of the dish, a piece of <sup>आम</sup>cheese, a small piece of honey-comb and a pot of milk. When she had <sup>मो. मे. उम</sup>poured out the milk into two bowls she noticed that there was then hardly a drop left in the pot.

'I am sorry that it is such a poor meal,' apologized Baucis. 'In the morning I shall be able to give you a better one, for the hens will have laid some eggs by then, and I shall have baked some fresh bread.'

'Why,' said the younger and more talkative of the two men, 'this is feast fit for the gods.' He took up his bowl of milk and drank it all at one go.

'I hope he won't ask for more,' thought Baucis. 'He seems very thirsty.' But sure enough he did.

'Please, Mother Baucis,' he said, 'another bowl of your good milk. I already feel refreshed.' And the older stranger too held out his bowl for more. Baucis was most disturbed.

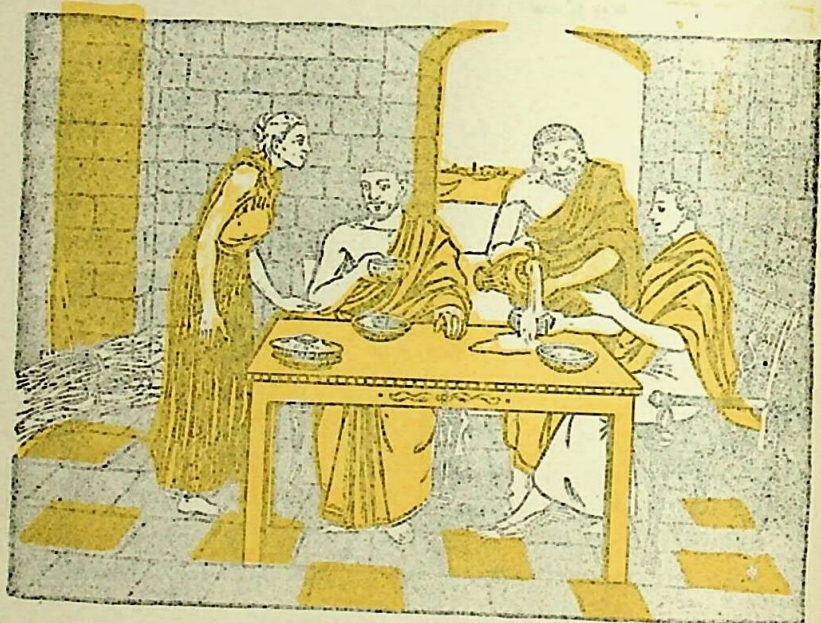
'I am so sorry,' she said, 'but there is hardly a drop in the pot.'

'Don't disturb yourself, Mother Baucis,' he said. 'I am sure there is plenty,' and he lifted up the pot and to her great astonishment poured out two full bowls of milk.

'There really wasn't more than a drop in the pot,' whispered Baucis to her husband. 'Who are these strangers?'

'You must have been mistaken,' said Philemon, looking into the pot. 'But it is certainly empty now.'

When the strangers asked for some more milk Philemon himself took up the pot and tipped it to show that there was nothing in it. Again milk poured out so fast that it



overflowed the bowls and ran on to the floor. 'Mercy on us !' said Baucis. Philemon regarded his guests in wonder.

'Who are you ?' he asked.

'We are your guests,' said the older man, 'and your friends. May your pot never be emptied for Baucis and yourself or the hungry traveller that comes to your door.'

After supper the old couple gave the travellers their bed and slept on the floor. They woke before the first rays of the sun lit up the cottage, while the dew was still



thick on the grass. The guests also arose while it was early and prepared to set out on their journey. Baucis wanted them to wait until she had baked a little cake and cooked some eggs for them, but they preferred to start early. They asked Philemon and Baucis to show them the way. When they had gone a short distance the younger traveller said, 'Where is this village through which we passed yesterday evening? I cannot see it.'

'Why, there,' began Philemon, when a cry from Baucis interrupted him. There, where the village had been the day before, was a calm, peaceful lake.

'Where are our poor neighbours?' asked kind-hearted Baucis. 'They are all fish in the lake now,' said the older stranger in his deep voice. 'They showed no human feelings, so they were already more like fish than people. But you have shown so much kindness that the gods have come to your house, and your simple food has become heavenly food. I know your wish that you should die together. Be it so! Now look at your cottage. That is your reward.'

They did so. Their cottage had disappeared and in its place was a marble palace with a beautiful avenue of trees before its door.

'That is your home,' said the younger traveller. 'Welcome strangers there as freely as you have done in your cottage and you will be blessed.'

Philemon and Baucis fell on their knees to thank the gods, for by this time they knew who their visitors were, and when they looked up again they had disappeared.

And so the old couple lived in their new home, welcoming strangers and giving them milk from the wonderful pot. Then one morning they too disappeared, and no one knew where they had gone. Then someone noticed two trees leaning towards each other so that their branches were twisted together. As the breeze blew and moved the leaves it seemed as if the trees were talking. 'I am Philemon,' whispered one. 'I am Baucis,' whispered the other. As travellers in later years sat beneath these trees and looked at the lake they thought of the moral of the story of the good old couple.

## LANGUAGE STUDY AND EXERCISES

### A. Tense Study

*The Present Continuous Tense is used to express an action that is going on at the time of speaking*

e.g. My wife is getting supper ready.

*The Present Continuous Tense of go and come followed by the infinitive has a future meaning*

e.g. I am going to write to my father.

She is coming to see me this afternoon.

**Note.** going and coming are often used for the future

e.g. He is going to Bombay next week.

### EXERCISE I

*Put the verbs in brackets into either the Simple Present or the Present Continuous Tense, whichever is required*

1. She usually (sing) well but to-day she (sing) very badly.



2. I (stay) at the Hotel Majestic at present.
3. My mother (cook) our food but to-day my sister (cook).
4. He generally (speak) English but at the moment he (speak) Hindi.

5. (Rain) it at present ?

6. You ever (eat) meat ?

7. I usually (go) by bus but this week I (go) by taxi.

*The Past Continuous Tense is used*

(a) *to show an action that went on for some time in the past*  
e.g. Philemon and Baucis were sitting outside their cottage.

(b) *to show an action that was going on when another action happened*

e.g. While they were sitting outside their cottage they heard the dogs barking.

*The 'sitting' went on for some time. In the middle of that time they heard the dogs.*

## EXERCISE 2

*Put the verbs in brackets into either the Past Simple or the Past Continuous Tense, whichever is required*

1. While Baucis (prepare) the supper Philemon (go) to meet the strangers.

2. (Rain) it when you came in ?

3. As I (walk) to the market I (see) a snake-charmer with his snakes.

4. He (sit) on the ground, playing his pipe.

5. While I (watch) him a thief (steal) my purse from my pocket.

6. Where you (go) when I (call) to you ?

### EXERCISE 3

Supply the correct tense: Present, Past or Perfect, Simple or Continuous

1. I (work) in Madras for the last two months.
2. I (work) for two hours yesterday.
3. He always (work) in the mornings.
4. Raman (not come) to school yet. He usually (come) before 10 o'clock, but yesterday it was 10.15 when he (come).
5. He (wash) his hands now and will come back in a minute.

*The Past Perfect Tense is used*

(a) to show an action completed in the past before another action was begun

e.g. When she had poured out the milk she noticed that there was hardly a drop left in the pot.

*It is generally used in a complex sentence. It is wrong to say: I had been to my friend's house last week because no other action is named which was begun after the one named was finished. The correct tense for this sentence is the Simple Past: I went to my friend's house. When it is used without another verb in a subordinate clause, the other action will be found in a previous sentence. In paragraph 4, They had eaten their supper refers to an action which was completed before they sat down outside their cottage.*

(b) in indirect speech for the Past Simple as well as for the Present Perfect

e.g. I said that I had been to my friend's house.

### EXERCISE 4

Supply the correct tenses for the verbs in brackets, either Past Perfect or Simple Past

1. I (read) a story book after I (finish) my homework.



2. He already (write) to his father when he (receive) a telegram.

3. My elder brother (visit) Europe five years ago.

4. We heard that he (reach) home safely.

5. When he (go) to the station he (discover) that the train (leave) an hour earlier.

6. When I (write) the letter I (put) it in an envelope and (post) it.

7. After he (examine) many mosquitoes Ross at last (find) out that they (carry) the germs of malaria.

8. As no one (come) by 10 o'clock she (go) to bed.

*The Future Perfect Tense is used to show an action which will be in the past at a certain point of time in the future*

e.g. By to-morrow morning the hens will have laid some more eggs.

*The eggs are not laid now, but when to-morrow comes we shall be able to say, 'The hens have laid some eggs.'*

#### EXERCISE 5

*Supply the correct tense of the verbs in brackets*

1. He (finish) this piece of work before the bell rings.

2. By next June our Headmaster (be) in this school for twenty years.

3. They (eat) all the best food by the time we get there.

4. If you don't hurry up I (finish) before you have started.

5. I (write) the letter before you come back.

*Note. After conjunctions showing time the Present Perfect is used instead of the Future Perfect*

e.g. I shall stay here until he has come (NOT he will have come).

*You learnt this structure in Form III:*

After I have sold my eggs I shall have a lot of money.

When I have sold a large number of cows I shall be quite rich.

#### EXERCISE 6

*Supply the correct tense of the verbs in brackets*

1. When I (read) this book I will lend it to you.
2. You must not go into the sea until you (learn) to swim.
3. They (go) home by the time you get there.
4. When the servants (sweep) all the rooms they may go home.
5. The dhobi (wash) the clothes by this time to-morrow.

#### B. A little, little; a few, few

*Look at these sentences*

(i) He had little money.

(ii) He had a little money.

Little means some, but not much. *The opposite of (i) is He had a lot of money.*

A little means some, not none. *The opposite of (ii) is He had no money.*

(iii) He had few friends in Madras.

(iv) He had a few friends in Madras.

Few means some, but not many. *The opposite of (iii) is He had many friends in Madras.*

A few means some, not none. *The opposite of (iv) is He had no friends in Madras.*

#### EXERCISE 7

*Find examples of little, a little, etc. in the lesson and give the opposite of each.*



## EXERCISE 8

*Fill in the blanks with a little, little, a few, few*

1. This pot is nearly empty; there is only . . . . milk left.
2. We drink . . . . milk nowadays as it is very expensive.
3. I have very . . . . work to do, so I can come out with you.
4. She had to stay at home as she had . . . . work to do.
5. As it is raining there are . . . . children at school to-day.
6. She noticed only . . . . children playing in the compound.
7. There are . . . . books as interesting as this: it is very good.
8. He gave me . . . . books as a present.

## EXERCISE 9

*Pick out all the uncountable nouns you can find in the lesson, and choose an equal number of countable ones.*

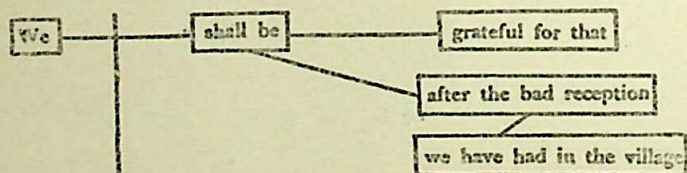
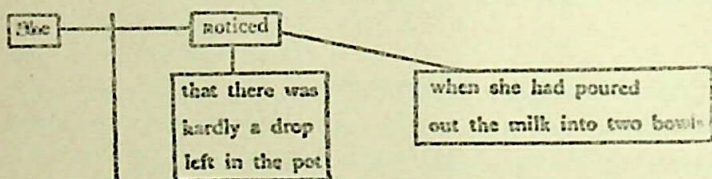
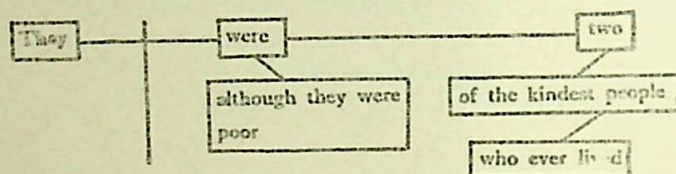
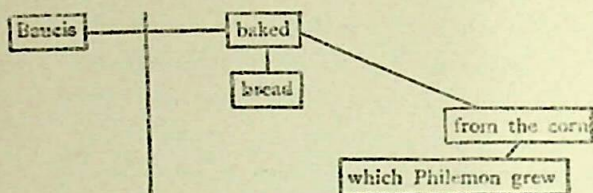
### C. Complex sentences: analysis

*The clauses in complex sentences are either (i) adjective clauses, (ii) adverb clauses, or (iii) noun clauses. The adjective clauses will qualify either the subject, the object, the complement or a word in the adverbial extension.*

*The adverb clauses will modify the main verb or a verb in a noun or adjective clause or the whole sentence.*

*The noun clauses will be either the subject or object of the verb. In this form you learn to use them only as objects.*

*Study these diagrams*



**EXERCISE 10**

*Make diagrams of the following sentences*

1. Their cottage was near a village which lay in a hollow at the foot of a hill.



2. The people who lived in the village had no pity for the poor.

3. I will get ready what there is.

4. They came to the little cottage, where Baucis had already set the table for supper.

5. While they were waiting for supper the strangers talked to Baucis and Philemon.

6. The good old man told him how happily they lived, although they had so little.

7. They woke before the first rays of the sun lit up the cottage, while the dew was still thick on the grass.

8. I know your wish that you should die together.

#### EXERCISE 11

*Use the following in sentences of your own as directed*

1. that you should die together (noun clause as object)

2. where they had gone (adjective clause)

3. when they were human beings (adverb clause)

4. where the village had been (adjective clause, noun clause)

5. who lived in the cottage (noun clause, adjective clause)

6. when the sun rose (adverb clause)

#### EXERCISE 12

*Pick out three simple sentences, three compound sentences and three complex sentences from the lesson.*

#### D. Indirect Speech

##### EXERCISE 13

*Rewrite from 'I am sorry that it is such a poor meal ....' to '.... But it is certainly empty now' in indirect speech. Choose interesting introductory verbs.*

#### COMPOSITION EXERCISE

*Imagine you are either Philemon or Baucis and tell the story.*

## UNO AND YOU

In former centuries when nations fought each other it was mostly soldiers who were killed, but in modern times terrible weapons of destruction have been invented and in war women and children at home are killed as well as the fighting men on the battlefield. When the atom bomb was exploded in 1945 people realized that if this terrible weapon were to be used in war civilization might be wiped out. It therefore became essential to set up some organization to prevent war. With a similar purpose, the League of Nations had been started after the First World War of 1914-18, but it was not strong enough to achieve its object, and the Second World War broke out in 1939. It was after this war that the United Nations Organization came into being. You will all have learnt about this organization in your Social Studies classes and will probably have celebrated United Nations Day on October 24. You will all know the UNO flag, the globe in white on a sky-blue ground, with a garland of olive leaves round the globe as a symbol of peace; and you will all feel very proud that Madam Vijayalakshmi Pandit was President of the U.N. for some time in 1954.

Why are we asked to keep United Nations Day every year? We are asked to do so because UNO is the responsibility of all the citizens of all the nations that belong to it. The Charter of the United Nations opens with



the words 'We, the people of the United Nations, determined....' Every member nation appoints representatives to the General Assembly. If the people of a democratic nation do not like the way their representatives behave they can get their government to recall them and send others in their place, so every citizen should read the papers to see what his country's representatives are doing. In what other ways are ordinary people responsible? If the United Nations decides to use armed force to defend a small nation against aggression then the soldiers, sailors and airmen, the men who drive transport and those who look after the wounded must all come from the member nations. You all know how soldiers and doctors from India went to Korea and supervised the returning of prisoners to their own countries. Perhaps a brother or a cousin of yours was sent there. That is where UNO touches you.

The U.N. does its work through various organs. One of these is the International Court of Justice. This Court decides disagreements between nations. The disagreements may be about many things; sometimes they are about the boundaries between two countries, sometimes about the interpretation of treaties. The countries concerned submit their case to the Court and agree to accept its decision.

The work of the Security Council is to take action when there is any threat of war. It has several important powers which no other organ has; it proposes a person for the office of Secretary-General, it recommends the

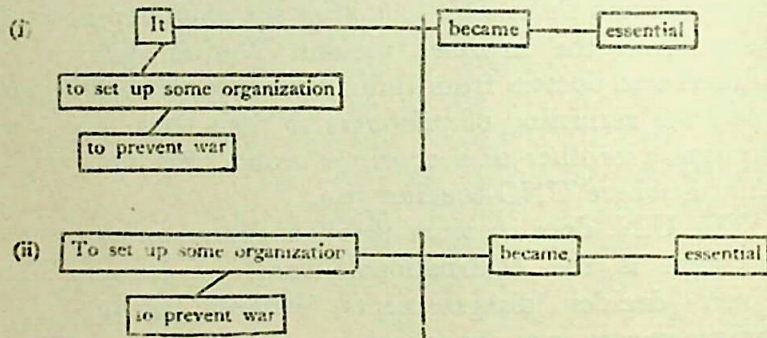
### A. Sentence Study: Pronouns as Subjects

Several sentences in this lesson have pronouns as subjects. Some of these pronouns refer to a clause or phrase that appears later in the sentence, others to a word or idea in the preceding sentence

e.g. It therefore became essential to set up some organization to prevent war.

It is the subject. What does it refer to? What became essential?  
To set up some organization to prevent war became essential.

Look at the diagrams of these two sentences:



Form (i) is much more common than (ii).

Now look at this:

It was after this war that the United Nations Organization came into being.

We can rewrite *this* as The United Nations Organization came into being after this war or After this war the United Nations Organization came into being, but these are not so emphatic as the sentence in the lesson.



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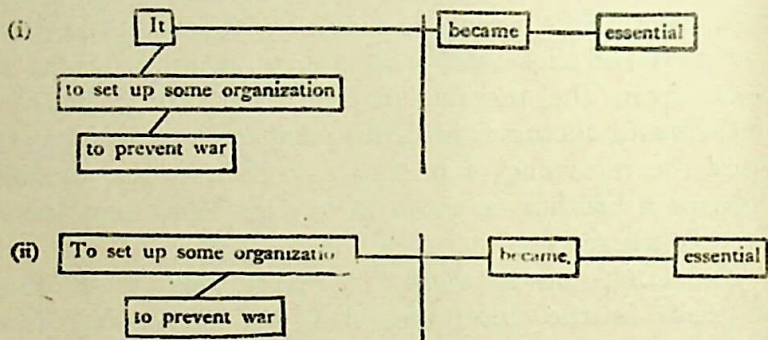
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It was yesterday that I saw her *is more emphatic than* I saw her yesterday.

It was Mohan whom I saw *is more emphatic than* I saw Mohan.

#### EXERCISE 1

*Rewrite the following, beginning each sentence with It*

1. To get up early in the morning is not easy.
2. She wrote to me before she left.
3. I wanted to see Kamala.
4. To pay back the money at once was necessary.
5. He came in the morning.
6. To learn to spell correctly is important.
7. That you should practise your handwriting is important.
8. He returned after many years of absence.
9. That he should forget so quickly is not possible.
10. To borrow my book and not read it is silly.

*Look at this sentence*

That is where UNO touches you.

*What does that refer to? It refers to an idea in the previous sentence:*

.... a brother or cousin of yours was sent there.

#### EXERCISE 2

*Pick out all the sentences in the lesson beginning with a pronoun and say to what each pronoun refers.*

#### B. Construction and Function

##### 1. Phrases

*Look at this sentence again:*

It became essential to set up some organization to prevent war.

## EXERCISE 5

*Rewrite these sentences, replacing the possessive adjectives by possessive pronouns and the possessive pronouns by possessive adjectives, and making any other necessary changes*

e.g. That is my book on the table. That book on the table is mine.

1. The chair you are sitting on is hers.
2. Perhaps those books over there are ours.
3. I am holding your book.
4. A sari of hers was lost by the dhobi.
5. The dhobi found one of my saris.
6. I met one of their friends yesterday.

## C. Word Study

### EXERCISE 6

*Give the other forms of the following words and say what part of speech each word is*

e.g. terrible—*adjective*; terror—*noun*; terrify—*verb*.

distinction, invent, explode, civilization, prevent, celebrate, responsibility, behave, defend, aggression, decide, interpretation, expulsion, elect, develop.

## D. Punctuation: The semi-colon (;)

*The semi-colon is used to show a larger pause than a comma, but a shorter pause than a full stop.*

*There are four semi-colons in the lesson. Find them.*

*It is used*

*(i) to separate the co-ordinate clauses in a compound sentence when one or both of the clauses is long and contains commas. Look at the last sentence in paragraph 1. The first clause, about the*



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flag, is long. The second clause is about Madam Vijayalakshmi Pandit.

(ii) to separate clauses when these clauses form a list of points.

Look at the second sentence in paragraph 4. Here it is, written in points:

- (a) it has several important powers which no other organ has;
- (b) it proposes a person for the office of Secretary-General;
- (c) it recommends the acceptance of new members of the U.N. and the expulsion of existing members.

(iii) to separate a statement from its explanation. Find the sentence in paragraph 5 beginning 'When the German Empire was broken up....' The clauses after the semi-colon explain 'Mandated Territories'.

#### EXERCISE 7

Punctuate the following, putting in commas and semi-colons where necessary

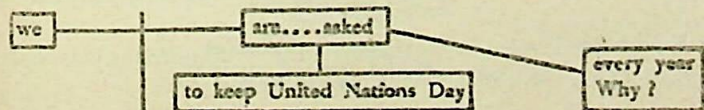
1. The snake has a smooth dry skin the frog a wet clammy one.

2. As God fills the whole universe so the soul fills the whole body as God sees and is not seen so the soul sees and is not seen as God nourishes the whole universe so the soul nourishes the whole body as God is pure so the soul is pure.

#### E. Analysis of Questions

Look at this diagram of a question:

Why are we asked to keep United Nations Day every year?



3. *Having lost his key* he had to break open the lock.
4. He read the letter *from his mother* with great interest.

**E. Put suitable prepositions in the blanks where necessary**

.... Thursday I received a letter .... my brother and replied .... it two days later. He had written .... me .... coming to spend a week .... him. .... my reply I discussed .... what we should do .... my visit and suggested that he should meet me .... the station and that we should go .... car to some caves a little distance .... the station.

**F. Put the verb in brackets into the correct tense**

1. By the end of next year I (spend) twenty-five years in India.
2. He asked me to lend him a book but I (lend) the one he wanted to someone else.
3. While he (read) the letter I watched him closely.
4. My friends (arrive) by the time you wake up.
5. He (finish) all his work long before his teacher asked him.

**G. Fill in the blanks with little, a little, few or a few**

1. There is .... time to spare, so hurry up.
2. I have .... books to sell if you are interested.
3. He usually has .... time to spare in the afternoons. Why don't you go and see him?
4. .... people are interested in old books, so I don't talk about them.

**H. Punctuate the following**

1. as caesar loved me i weep for him as he was fortunate i rejoice at it as he was brave i honour him but as he was ambitious i killed him
2. he was a hard working pleasant man well liked by people so i thought that i would do well at the job



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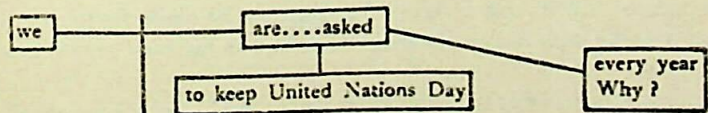
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*I. Rewrite the following in direct speech. Do not forget the punctuation.*

As soon as Chandran saw his friend he exclaimed that he was looking very well and asked where he had been hiding himself for the past three months. His friend replied that he had been away on business and added that he hoped that now that he was back again they would be able to see more of one another. He suggested that they should go to the beach the next evening.

*J. Rewrite the following words and clauses so as to make good sentences*

1. if the child was asleep .... and the child .... when she went in .... to see .... after some time .... she found the bed empty .... nowhere to be found

2. the old man .... as if he could not see the print clearly .... and began to read .... opened the book slowly .... with difficulty

3. which he had written that morning .... towards the post office .... the servant ran .... where his master was buying some stamps .... quickly .... for three letters .... down the street

This carol they began that hour,  
With a hey, and a ho, and a hey nonino,  
How that a life was but a flower  
In the spring-time, etc.

And therefore take the present time,  
With a hey, and a ho, and a hey nonino;  
For love is crowned with the prime  
In the spring-time, etc.

*William Shakespeare*

#### 4. THE ELIXIR

TEACH me, my God and King,  
In all things Thee to see,  
And what I do in anything,  
To do it as for Thee.

A man that looks on glass  
On it may stay his eye:  
Or, if he pleaseth, through it pass  
And then the heaven espy.

A servant with this clause  
Makes drudgery divine:  
Who sweeps a room, as for Thy laws,  
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This is the famous stone  
That turneth all to gold:  
For that which God doth touch and own  
Cannot for less be told.

*George Herbert*

## 5. LOCHINVAR

O, young Lochinvar is come out of the west,  
Through all the wide Border his steed was the best;  
And save his good broadsword he weapons had none,  
He rode all unarm'd, and he rode all alone.  
So faithful in love, and so dauntless in war,  
There never was knight like the young Lochinvar.

He staid not for brake, and he stopp'd not for stone,  
He swam the Eske river where ford there was none;  
But ere he alighted at Netherby gate,  
The bride had consented, the gallant came late:  
For a laggard in love, and a dastard in war,  
Was to wed the fair Ellen of brave Lochinvar.

So boldly he enter'd the Netherby Hall,  
Among bride's-men, and kinamen, and brothers, and all;  
Then spoke the bride's father, his hand on his sword,  
(For the poor craven bridegroom said never a word,)  
'O come ye in peace here, or come ye in war,  
Or to dance at our bridal, young Lord Lochinvar?'





There was mounting 'mong Graemes of the Netherby  
clan;  
Forsters, Fenwicks, and Musgraves, they rode and they  
ran:

There was racing and chasing on Cannobie Lee,  
But the lost bride of Netherby ne'er did they see.  
So daring in love, and so dauntless in war,  
Have ye e'er heard of gallant like young Lochinvar?

*Sir Walter Scott*

## 6. LUCY

SHE dwelt among the untrodden ways  
Beside the springs of Dove,  
A Maid whom there were none to praise  
And very few to love:

A violet by a mossy stone  
Half hidden from the eye !  
Fair as a star, when only one  
Is shining in the sky.

She lived unknown, and few could know  
When Lucy ceased to be;  
But she is in her grave, and oh,  
The difference to me !

*William Wordsworth*

## 7. TO SLEEP

A FLOCK of sheep that leisurely pass by,  
One after one; the sound of rain, and bees  
Murmuring; the fall of rivers, winds and seas,  
Smooth fields, white sheets of water, and pure sky;  
I have thought of all by turns, and yet do lie  
Sleepless ! and soon the small birds' melodies  
Must hear, first uttered from my orchard trees;  
And the first cuckoo's melancholy cry.  
Even thus last night, and two nights more, I lay  
And could not win thee, Sleep ! by any stealth:  
So do not let me wear to-night away:  
Without Thee what is all the morning's wealth ?  
Come, blessed barrier between day and day,  
Dear mother of fresh thoughts and joyous health !

*William Wordsworth*

## 8. THE BROOK

I COME from haunts of coot and hern,  
I make a sudden sally,  
And sparkle out among the fern,  
To bicker down a valley.

By thirty hills I hurry down,  
Or slip between the ridges,  
By twenty thorps, a little town,  
And half a hundred bridges.



Till last by Philip's farm I flow  
To join the brimming river,  
For men may come and men may go  
But I go on for ever.

I chatter over stony ways,  
In little sharps and trebles,  
I bubble into eddying bays,  
I babble on the pebbles.

With many a curve my banks I fret  
By many a field and fallow,  
And many a fairy foreland set  
With willow-weed and mallow.

I chatter, chatter, as I flow  
To join the brimming river,  
For men may come and men may go  
But I go on for ever.

I wind about, and in and out,  
With here a blossom sailing,  
And here and there a lusty trout,  
And here and there a grayling,

And here and there a foamy flake  
Upon me, as I travel  
With many a silvery waterbreak  
Above the golden gravel,

And draw them all along, and flow  
To join the brimming river,  
For men may come and men may go,  
But I go on for ever.

*Alfred Tennyson*

### 9. PIPPA'S SONG

THE year's at the spring  
And day's at the morn;  
Morning's at seven;  
The hill-side's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven—  
All's right with the world !

*Robert Browning*

### 10. WEATHERS

THIS is the weather the cuckoo likes,  
And so do I;  
When showers betumble the chestnut spikes,  
And nestlings fly:  
And the little brown nightingale bills his best,  
And they sit outside at 'The Travellers' Rest',  
And maids come forth sprig-muslin drest,  
And citizens dream of the south and west,  
And so do I.



This is the weather the shepherd shuns,  
And so do I;  
When beeches drip in browns and duns,  
And thresh, and ply;  
And hill-hid tides throb, throe on throe,  
And meadow rivulets overflow,  
And drops on gate-bars hang in a row,  
And rooks in families homeward go,  
And so do I.

*Thomas Hardy*

### III. I LOVE ALL BEAUTEOUS THINGS

I LOVE all beauteous things,  
I seek and adore them;  
God hath no better praise,  
And man in his hasty days  
Is honoured for them.

I too will something make  
And joy in the making;  
Altho' tomorrow it seem  
Like the empty words of a dream  
Remembered on waking.

*Robert Bridges*

## 12. IN EXILE. REPLY

THIS day relenting God  
Hath placed within my hand  
A wondrous thing; and God  
Be praised. At His command,  
Seeking His secret deeds  
With tears and toiling breath,  
I find thy cunning seeds,  
O million-murdering Death.  
I know this little thing  
A myriad men will save.  
O Death, where is thy sting?  
Thy Victory, O Grave?

*Sir Ronald Ross*

## 13. THE BELLS OF HEAVEN

'TWOULD ring the bells of Heaven  
The wildest peal for years,  
If Parson lost his senses  
And people came to theirs,  
And he and they together  
Knelt down with angry prayers  
For tamed and shabby tigers  
And dancing dogs and bears,  
And wretched blind pit-ponies,  
And little hunted hares.

*Ralph Hodgson*



#### 14. NOD

SOFTLY along the road of evening,  
In a twilight dim with rose,  
Wrinkled with age, and drenched with dew,  
Old Nod, the shepherd, goes.

His drowsy flock streams on before him,  
Their fleeces charged with gold,  
To where the sun's last beam leans low  
On Nod the shepherd's fold.

The hedge is quick and green with brier,  
From their sand the conies creep;  
And all the birds that fly in heaven  
Flock singing home to sleep.

His lambs outnumber a noon's roses,  
Yet, when night's shadows fall,  
His blind old sheep-dog, Slumber-soon,  
Misses not one of all.

His are the quiet steeps of dreamland,  
The waters of no-more-pain,  
His ram's bell rings 'neath an arch of stars,  
'Rest, rest, and rest again.'

*Walter de la Mare.*

## 15. THE FIFTEEN ACRES

I CLING and swing  
On a branch, or sing  
Through the cool, clear hush of  
Morning, O:  
Or fling my wing  
On the air, and bring  
To sleeper birds a warning, O:  
That the night's in flight,  
And the sun's in sight,  
And the dew is the grass adorning, O:  
And the green leaves swing  
As I sing, sing, sing,  
Up by the river,  
Down the dell,  
To the little wee nest,  
Where the big tree fell,  
So early in the morning, O.

I flit and twit  
In the sun for a bit  
When his light so bright is shining, O:  
Or sit and fit  
My plumes, or knit  
Straw plaits for the nest's nice lining, O:  
And she with glee  
Shows unto me



Underneath her wings reclining, O:  
And I sing that Peg  
Has an egg, egg, egg,  
Up by the oat-field,  
Round the mill  
Past the meadow  
Down the hill,  
So early in the morning, O.

I stoop and swoop  
On the air, or loop  
Through the trees, and then go soaring, O:  
To group with a troop  
On the gusty poop  
While the wind behind is roaring, O:  
I skim and swim  
By a cloud's red rim  
And up to the azure flooring, O:  
And my wide wings drip  
As I slip, slip, slip  
Down through the rain-drops,  
Back where Peg  
Broods in the nest  
On the little white egg  
So early in the morning, O.

*James Stephens*

## 16. THE PRINCESS AND THE GYPSIES

As I looked out one May morning  
I saw the tree-tops green;  
I said: 'My crown I will lay down  
And live no more a queen.'

Then I tripped down my golden steps  
Dressed in my silken gown,  
And when I stood in the open wood  
I met some gypsies brown.

'O gentle, gentle gypsies  
That roam the wide world through,  
Because I hate my crown and state,  
O let me come with you.

'My councillors are old and gray  
And sit in narrow chairs,  
But you can hear the birds sing clear  
And your hearts are as light as theirs.'

'If you would come along with us  
Then you must count the cost,  
For though in Spring the sweet birds sing,  
In Winter comes the frost.

'Your ladies serve you all the day  
With courtesy and care,  
Your fine-shod feet they tread so near  
But a gypsy's feet go bare.



'You wash in water running warm  
Through basins all of gold;  
The streams where we roam have silvery foam,  
But the streams, the streams are cold.

'And barley bread is bitter to taste,  
Whilst sugary cakes they please.  
Which will you choose, O which will you choose,  
Which will you choose of these ?

'For if you choose the mountain streams  
And barley bread to eat,  
Your heart will be free as the birds in the tree  
But the stones will cut your feet.

'The mud will spoil your silken gown  
And stain your insteps high,  
The dogs in the farm will wish you harm  
And bark as you go by.

'And though your heart grow deep and gay  
And your heart grow wise and rich,  
The cold will make your bones to ache  
And you will die in a ditch.'

'O gentle, gentle gypsies  
That roam the wide world through,  
Although I praise your wandering ways  
I dare not come with you.'

I hung about their fingers brown  
My ruby rings and chain,  
And with my head as heavy as lead  
I turned me back again.

As I went up the palace steps  
I heard the gypsies laugh;  
The birds of Spring so sweet did sing,  
My heart it broke in half.

*Frances Cornford*



# NOTES AND EXERCISES ON THE POEMS

## 1. *Under the greenwood tree*

This and the next poem are songs sung by one of the old duke's followers in the Forest of Arden in *As You Like It*. In this song he is inviting other people to join them there.

1. What kind of people will be happy in the forest?
2. What difficulties will they have to face?

## 2. *Blow, blow, thou winter wind*

In this song we hear more about the difficulties of living in the forest, but the singer thinks that these difficulties do not cause us as much sorrow as ungrateful friends.

*Though thou the waters warp* means *Though the cold wind freezes the water*.

1. To whom is the song addressed?
2. Pick out all the lines that refer to the unkind friend.
3. What does the singer mean by the tooth of the wind?

## 3. *It was a lover and his lass*

This song was sung by two pages belonging to the court of the exiled duke in the Forest of Arden. They sang it to Touchstone the jester and the country girl who was going to marry him.

1. Where did the two lovers go for a walk?
2. What did they sing about?

## 4. *The Elixir*

An elixir is a liquid or stone that is supposed to turn ordinary metals into gold. In the same way, if we try to see God in everything, the ordinary duties of life become changed into something wonderful.

*Drudgery means hard and uninteresting work.*

1. Which lines explain *divine* ?
2. In what two ways may a man look at glass ?
3. What makes drudgery divine ?

### 5. *Lochinvar*

*brake*: a clump of bushes.

*head a measure*: to dance.

*galliard*: the name of a dance.

*charger*: horse.

*croupe*: the back part of the saddle.

*scour*: a steep bank.

1. Why was Lochinvar in such a hurry at the beginning ?
2. What had the bride consented to do ?
3. When did Lochinvar reach Ellen's home ?
4. What did Lochinvar pretend ?
5. How did Ellen's father and mother feel about her dancing with Lochinvar ?
6. How did Lochinvar run away with Ellen ?
7. Were Lochinvar and Ellen caught ?

### 6. *Lucy*

1. Pick out all the lines which show that Lucy lived in a very quiet place.
2. What do you know from the poem about the poet's feelings for Lucy ? Why ?

### 7. *To Sleep*

People say that if you cannot get to sleep one of the things to do is to imagine a flock of sheep passing by, and to count them.

1. What other things has the poet thought of in order to try to get to sleep ?



2. What does he soon expect to hear ?
3. For how many nights has he been unable to get to sleep ?
4. How does he describe sleep ?

### 8. *The Brook*

This is part of a longer poem.

*coot* and *hern*: names of birds.

*thorp*: village.

*sharps* and *trebles*: the musical noises made by the water.

*willow-weed* and *mallow*: names of flowers.

*trout* and *grayling*: names of fish.

1. Name the different places the brook passes.
2. What kind of things are in the brook ?

### 9. *Pippa's Song*

This is a song sung by a girl who works in a mill and has only one day's holiday in the year. She sings this song on her day's holiday.

Imagine you are that girl and describe what you see and how you feel.

### 10. *Weathers*

The first verse describes a day in late spring and the second verse a day in autumn.

*The Travellers' Rest* is the name of an inn.

1. Find all the words in Verse 1 which show us that it is warm weather, e.g., when do people sit outside ?
2. Find all the words which show that the weather is very wet.

### 11. *I love all beauteous things*

1. What kind of things make people praise God ?
2. For what is man honoured ?
3. What does the poet decide to do ?

### 12. *In Exile. Reply*

This poem was written by Sir Ronald Ross when he discovered how malaria was carried. Before his discovery he had written another poem in which he asked God to help him to find out the cause of the disease. The discovery was God's reply to his prayer, so this poem is called *Reply*.

1. What two words does the poet use to show that malaria killed a great many people ?
2. What does he say will be result of his discovery ?

### 13. *The Bells of Heaven*

*Pit ponies* are ponies that work in mines. They sometimes go blind because they never come out into the daylight.

1. What does the poet want the Parson and people to do ?
2. What do you think the poet thinks about circuses ?

### 14. *Nod*

As in Wordsworth's poem, sheep are associated with sleep. Perhaps the sheep in this poem are our thoughts. While we sleep our thoughts are in Nod the shepherd's fold. If you read this quietly you will feel quite sleepy.

1. Pick out all the words and lines which suggest evening.
2. Notice the number of times the letters l, m, n and s occur. These soft sounds all help to create a drowsy feeling.



### 15. *The Fifteen Acres*

This is a bird's song. 'I' is a bird. The poet has tried to make the poem sound something like the song of a bird. Read it so as to bring out the music.

1. What do you know about the place where the bird has his nest? What different places are mentioned as being near it?
2. What is the weather like in the second verse, and in the third verse?
3. What do you know about this bird's habits from the poem?

### 16. *The Princess and the Gypsies*

1. Why did the Princess want to go with the gypsies?
2. Why did she not go with them in the end?
3. Describe the gypsies' life.

## DISTRIBUTION OF TOPICS

### IN THE LANGUAGE SCHEME OF THE SYLLABUS FOR FORM V

[The numbers denote the lessons in which these topics are taught.]

#### *Sentences*

Simple: 1, 2, 5, 12. Compound: 1, 2, 5, 13. Complex: 2, 3, 4, 5, 14. Statements: 3. Questions: 3, 4, 5, 7, 15. Negative statements: 3, 5. Imperative statements: 11, 12. Prohibitive statements: 11, 12. Exclamations: 8

#### *Nouns*

Common and Proper: 1. Subject and Object: 1. Number: 1. Countable and Uncountable: 2, 14. Noun clause: 4, 14. Phrases as noun-substitute: 15

#### *Pronouns*

Personal: 8, 11. Possessive: 15. Interrogative: 4, 11. Pronouns as subject: 15

#### *Qualifiers*

Adjectives: 1, 11. Nouns: 1. Nouns in possessive: 1. Nouns in apposition: 1. Adjectives of number and quantity: 2, 11, 14. Adjective phrases: 5, 13, 15. Adjective clauses: 2, 3, 9, 14. Comparison of adjectives: 4. Interrogative adjectives: 11

#### *Articles*

2, 5, 10

#### *Adverbials*

Adverbs: 4, 6, 7, 10. Interrogative adverbs: 4. Emphasizing: 8, 9. only: 9, 10. Adverb clauses: 2, 6, 9, 14. Adverb phrases: 7, 13, 15



## **Verbs**

Active and Passive: 2, 12. Transitive and Intransitive: 12. Future: 6. Simple Past and Present: 9, 11, 14. Present Perfect: 12. Continuous tenses: 14. Past Perfect: 14. Future Perfect: 14.

## **Special Verbs**

*will* and *shall*: 6. *to be*: 7. *to have*: 9. *used*: 10. *should* and *would*: 10. *to do*: 12. *make* and *take*: 13

## **Prepositions**

5, 10, 12, 13

## **Conjunctions**

1, 2, 13

## **Indirect Speech**

6, 8, 10, 11, 14

## **Punctuation**

4, 5, 8, 11, 15

## **Special topics**

Word study: 8, 9, 15. Comparisons: 4. Expressing the future: 6. Habitual actions: 10. Graphic analysis: 12, 13, 14, 15. Emphatic statements: 8. *such as*; *such a*: 7. *so....that*; *too....to*: 5. *as if*: 5. *such....that*; *such as*: 7. Construction and Function: 15

# WORD LIST

[The numbers show the lesson in which each word is first used.]

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- All the illustrations are in colour and are both instructive and decorative.
- The Teacher's Notes for each Reader gives detailed instructions on drilling the structures and on teaching the lessons.
- The flash cards, presenting 14 simple sentences, teach beginners to read words and sentences as whole units, instead of letter by letter.

**Book I for Form I and Standard VI**

**Teacher's Notes to Book I**

**Flash Cards to accompany Book I**

**Book II for Form II and Standard VII.**

**Teacher's Notes to Book II**

**Book III for Form III**

**Teacher's Notes to Book III**

**Book IV for Form IV**

**Teacher's Notes to Book IV**

**Book V for Form V**

**Teacher's Notes to Book V**

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